



SCHOOL OF APPLIED HUMAN SCIENCES

***EXPLORING EDUCATORS' EXPERIENCES ON SCHOOL-BASED
VIOLENCE IN PERI-URBAN HIGH SCHOOLS, UMLAZI DURBAN, SOUTH
AFRICA***

A Full Dissertation

Presented to

Department of Criminology and Forensic Studies

University of KwaZulu-Natal

Submitted in fulfilment of the

Requirements for the degree of Master of Social Science
(Criminology)

School of Applied Human Sciences

by

THANDANANI NGIDI

SUPERVISOR: Prof Shantha Balgobind Singh

December 2018

DECLARATION

This is to confirm that this
Dissertation is my own work which
I have never previously submitted to any other university for
any purpose. The references used
and cited have been acknowledged.
Signature of candidate.....

DEDICATION

This dissertation is dedicated to educators who have experienced or witnessed
any sort of violence within schools.
Be it primary or secondary in South Africa.

ACKNOWLEDGEMENTS

I would like to extend my sincere gratitude to the following for their assistance and support in the completion of this dissertation

Thank you to my Heavenly Father with **God's** foundation anything and everything is Possible!!

My Dearest supportive parents **Sibongile** (*Mommy Dearest*) and **Sbonelo Wiseman Ngidi** (*Daddy Dearest*) my two pillar of strengths to pursue this qualification and for the endless calls and motivational talks encouraging me to do my very best at all times and ofcourse the financial support.

My two loving siblings **Nompilo** (*Dearest Young Sis aka Tooth'Pick*) and **Khethelo** (*Naughty Young Bro aka Boy*), thank you for allowing me to be your automatic mentor and inspire greatness in your lives and for accompanying me as my research assistances during my interviews with my participants.

My family at large Ngidi, Mseleku and Zulu in no particular order really thankful and my friends who have been with me throughout this journey of writing this study I really felt the love.

Prof. Shanta Balgobind Singh (Supervisor: Department of Criminology and Forensic Studies, University of KwaZulu-Natal) for endless commitment, patience, mentorship and being an awesome academic mother really appreciate you and respect your work ethic.

The National Research Foundation DAAD Germany for the financial funding for my master's degree.

Ms. Ayanda Ntuli (*Sompisi, Godide*) for your moral support and for all the different parts you have played contributing to my academics, Sis Tembisa, Sis Zama, Mam'Pat, Joanne, Dr Mkhize and all the other lovely beings who cared to check up on me and genuinely cared about my study.

Tobi Alabi words truly fail me but for now all I can say is thank you for your endless support and being my right-hand person and proof-reader/editor and enduring all the dramatic emotions God bless you and till this day I have never came across someone who has so much drive and passion about academics but still maintains to be the "**Coolest kid in Africa**".

The KwaZulu-Natal Department of Education for enabling the research process by providing the needed permission to conduct the study.

Last but not least to **ALL THE EDUCATORS** who participated to make this study a success I am really thankful.

ABSTRACT

Literature suggest that high levels of school-based violence are possibly a reflection of social disintegration which has negative consequences to both learners and teachers. Most studies focus on how violence in South African schools affect learners and hardly document educator's experience of school-based violence. The South African Council of Educators (2011), emphasized the need for policy actors and stakeholders to consider the effect of school-based violence on educators as the menace is not limited to leaners. Recognising this vacuum, this study set out to investigate the influence of School Based Violence on educators in peri urban Umlazi, Durban South Africa.

The study adopted a qualitative methodology to effectively unravel and examine educators' narratives of school-based violence. The population for this study were educators from Ogwinni, Ndukwenhle and Swelihle High Schools in Umlazi. Fifteen (15) educators were selected equally (5 each) from the three high schools to participate in the study. The findings from the in-depth interviews was analysed using thematic content analysis. This followed a process of content study that allowed the researcher develop themes that provided a descriptive and critical analysis of educators' narratives of school-based violence.

Findings from this study reveals that school-based violence poses danger to educators and leaners. The menace is potentially damaging to the social, psychological and physical wellbeing of all stakeholders within the learning environment. Violence in schools contributes to low educational achievement among learners due to depression, fear and lack of concentration in class and as such it becomes very difficult for educators to carry out their duties. The most common forms of school-based violence included: bullying, vandalism, gangsterism, sexual harassment, discrimination, assaults, fights and drug abuse. It also became evident that many learners in this area exhibit behavioral problems that are prevalent within the socio-economic conditions of the community in which they live in.

Consequently, the study advances the need for capacity developmental programmes for educators to manage situations that could escalate into violence within learning spaces. It recommends that the management of these schools must recognise the importance of enforcing the school code of conduct with consistent disciplinary measures. Parent must also acknowledge that discipline and ensuring conformity among leaners is not solely the responsibility of educators as such there is a need for a combined effort between educators and parents in curbing the menace school-based violence in South Africa.

Keywords: School Based Violence; Educators; Learners; Socio-economic; Discipline

Contents

CHAPTER ONE	1
1.1. Introduction	1
1.2. Background of the Study.....	1
1.3. Problem Statement.....	6
1.4. Motivation of the Study	7
1.5. Research Aim	8
1.6. Objectives of the Study.....	8
1.7. Research Questions	9
1.8. Operational Definition of Terms	9
1.9. Dissertation Structure	9
1.10. Summary	10
CHAPTER TWO: LITERATURE REVIEW	12
2.1. Introduction	12
2.2. Forms of School Based Violence in South Africa.....	14
2.2.1. Bullying.....	15
2.2.2. Corporal punishment	17
2.2.3. Vandalism.....	18
2.2.4. Gangsterism	18
2.2.5. Gender-based violence	19
2.2.6. Discrimination.....	20
2.2.7. Assault and fighting.....	20
2.3 Factors Promulgating School Based Violence	20
2.3.1 Individual factors.....	20
2.3.2. Family factors.....	21
2.3.3. School factors.....	21
2.3.4. Societal factors.....	21
2.4. A Global View of School Based Violence.....	23
2.5. Effects of School Based Violence	25
2.6. Ensuring Safety in South African School	27
2.6.1. Independent Projects Trust (IPT)	28
2.6.2. St Mary's Interactive Learning Experience (SMILE)	28
2.6.3. Public Health Programme (PHP)	28
2.6.4. Khanya Family Centre	29

2.6.5. Bridges	29
2.6.6. Community Psychological Empowerment Services (COPES)	29
2.6.7. Change Moves.....	29
2.6.8. Centre for the Study of Violence and Reconciliation (CSV)	29
2.7. Legislative Framework Addressing Safety in Schools	31
2.8. Summary	33
CHAPTER THREE: THEORETICAL FRAMEWORK	35
3.1. Introduction	35
3.2. Arnold Sameroff's Transactional Model of Development	35
3.3. Robert Agnew's General Strain Theory.....	37
3.4. Travis Hirschi's Social Control Theory	40
3.5. Summary	45
CHAPTER FOUR: RESEARCH METHODOLOGY	47
4.1. Introduction	47
4.2. Research Design	48
4.3. Study Location.....	49
4.4. Study Population.....	49
4.5. Sampling Technique	50
4.6. Methods of Data Collection	51
4.7. Method of Data Analysis.....	53
4.8. Ethical Consideration	55
4.9. Limitation of the Study.....	56
4.10. Summary	57
CHAPTER FIVE: DATA ANALYSIS AND PRESENTATION	58
5.1. Introduction	58
5.2. Participants Demographic Information	59
Table 1: Showing Demographics of Educators.....	59
5.3. Severity of School Based Violence in South African schools.....	60
5.4 How School Violence Affect Educators	63
5.4.1. Vandalism and Theft	64
5.4.2. Gangsterism	65
5.4.3. Drug abuse, gambling, Alcoholism and Smoking	65
5.4.4. Carrying of weapons and fighting	66
5.4.5. Bullying.....	66

5.4.6. Indiscipline	67
5.5. Causes of Educators Victimization by Learners	68
5.6 Effects of School Based Violence on Educators.	70
5.6.1 Effect on Educator Personal Lives.....	70
5.6.2 Effect on conducting Classroom Activities.....	73
5.6.3. Effects on handling and treatment of learners.....	77
5.7. Strategies Used in Eradicating School Based Violence.	79
5.7.1. Firm School Disciplinary System	79
5.7.2. Training Educators to Manage Violence	83
5.7.3. Efforts Made by Non- Governmental Organization	83
5.7.4. Services of Social Workers	84
5.7.5. Involving the Police	85
5.8. Summary	88
CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATION	89
6.1. Introduction	89
6.2. Summary	89
6.3. Conclusion.....	90
6.4. Recommendations	92
References	95
Appendix 1: Interview Schedule	108
Appendix 2: Informed Consent	109
Appendix 3: Ethical Clearance.....	110
Appendix 4: Gate Keepers from KZN Department of Education	111

TABLE OF ABBREVIATIONS

CELP	Centre for Education Law and Policy's
CJI	Centre Justice Initiative
COPEs	Community Psychological Empowerment Services
CSVr	Centre for the study of Violence and Reconciliation
EMIS	Education's Management Information System
GSHS	Global School-Based Student Health Survey
HOD	Head of Department
IPT	Independent Project Trust
KZN DoE	KwaZulu-Natal Department of Education
NWF	New World Foundation
PHP	Public Health Programme
PTSD	Post-traumatic Stress Disorder
SAPS	South African Police Services
SAHRC	South African Human Rights Council
SBV	School Based Violence
SCC	School Security Committee
SGB	School Governing Body
SMILE	St Mary's Interactive Learning Experience
SMT	School Management Team
SRSG	Special Representative of the Secretary General
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization

CHAPTER ONE

1.1. Introduction

Several studies have established that school violence is escalating in South Africa in spite of the plethora of efforts targeted at curbing the menace (Burton & Leoschut, 2013; Tomlinson *et al*, 2012). The increasing rate of insecurity and safety concerns around schools has become a serious concern to school administrators and governmental stakeholders. Mampane and Bouwer (2011) suppose that the tense nature of South African learning spaces has made educators and learners live in constant fear for their lives. So much so that in most instances, educators spend more time resolving unruly behaviours so as to prevent episodes of aggression and violence. Arguably, a conducive environment is necessary for effective knowledge dissemination; and this is constantly undermined by a culture of school-based violence and this has become a matter of national urgency (Ncontsa & Shumba, 2013).

The concern raised above has serious implications for foundational knowledge dissemination in South Africa. Given this, this study seeks to investigate educator's perception of school-based violence. This chapter provides the general introduction to the study by capturing the background and motivation for the research, statement of problem, research aim and objectives, research questions, research structure, and operational definition for the study.

1.2. Background of the Study

The issue of violence has been a serious social concern from the beginning of time, what Thomas Hobbes describes as the state of nature where only the fittest survive (Kolak, 2016). Since the 1990's, there has been an increase of violence in both developed and developing countries (Gokler, Arslantas & Unsal, 2014). This means that violence is not peculiar to only the developing part of the world but a major contemporary social concern. The increasing spate of violence across the globe has been attributed to various factors which includes; cultural, social, ethnic, political, religious and economic factors among several others (Al-Zyoud, Morgan & Brown, 2013). The essence of the multi-factorial influences in violence is a crucial indicator that a combined approach that investigates various issues within society is very essential to understanding the nature, spread and impact of violence.

Burton & Leoschut (2013) opine that the nature of school-based violence in South Africa cannot be completely divorced from the prevalent nature of crime in the country. These authors argue that school violence is often an extension and reflection of the nuances prevalent within the community. South Africa has been described in literatures as crime ridden and the streets

are described to be constants zones of victimization (Jonck, Goujon, Testa & Kandala, 2015). The violent nature of the South African society is not separable from the history of the country – a dark history tainted with memories of oppression, exploitation and subjugation at the most inhumane level. Abraham (2010:496) has the following to say about apartheid and its role the ingrained culture of violence in the country:

Apartheid was a comprehensive system of racial segregation enforced by the National Party government in South Africa during the period from 1948 to 26 April 1994. This system was used by the white minority to exercise domination over a non-white majority inclusive of Africans, coloureds, and Indians. Although the concept of apartheid was developed and implemented by the ruling National Party after gaining power in 1948, white domination had been a key feature of South Africa since its creation as a state in 1910. White rule and African disenfranchisement thus remained unchanged and were seemingly the pre-conditions for, and not the results of, apartheid. The particular contribution of the Nationalists post-1948 was the formalization, consolidation, and extension of the inconsistent and often ad hoc racist laws, customs, and practices that they inherited, and the elevation of white domination to an official ideology.

The brutality of the apartheid regime in South Africa is culpable for raising resistant violent youths and communities crowded with violence as a retaliation and resistance tool against racial segregation (Harber, 2001; Chabedi, 2003). South Africa as a country has had its share of and history of violence and crime pre and post-apartheid. It has been over 24 years since the consolidation of the first democratic Republic in South Africa, but the country still suffers from high rates of violence and crime that is not foreign to her history. The nature of violence and crime is unique in South Africa, it is different from other countries with similar problems due to apartheid's legacy which affected the way people in South Africa navigate their socio-economic, demographic and geographical plateaus. Even after so many years of Independence and abolition of Apartheid in South Africa, the country has not been able to fully recover from its use of violence as a resistance measure in strained situations. The country records a high rate of violent crimes such as murder, rape, assault and robbery (Seedat, Van Niekerk, Jewkes, Suffla & Ratele, 2009). Many youths in South Africa are in possession of weapons such as guns so as to protect themselves and this has become a normal way of life even for young learners (Ncontsa & Shumba, 2013). Violence has been normalizing in South Africa and this has affected intimate, domestic, private and learning spaces (Statistics South Africa, 2016).

Education institutions are among the main sectors that have witnessed many incidences of violence in South Africa. The nature of violence in South African community coupled with some social and personal reasons have highly contributed to the rise of School-Based violence. According to Liang *et al.* (2007), school violence is a reflection of violence in the society. This means that the high rates of violent acts within the South African society has led to the increase of school violence in the country. School-Based violence in South Africa is a matter of national concern that demands a holistic approach from school managements, non-governmental organizations, government as well as all concerned stakeholders in the country (Human Rights Commission, 2006; Prinsloo, 2008).

A safe school environment allows educators, staff, and learners to work together to reach academic goals and develop social and emotional skills. This is to say that school safety is a prerequisite for educators and learners to be able to engage in educational activities and facilitate teaching and learning (Horng, Klasik & Loeb, 2010). A school that is affected by spates of violence finds it difficult to meet the demanded educational goals.

Educators are entrusted to play the role of parents when learners are in the school premises. Educators assume the position of “*in loco parentis*” to learners and they are to protect them from any form of violence and harm (Act 84 of 1996 constitution). This constitutional responsibility therefore makes it a very vital aspect of an educator’s responsibility that they see to the provision of knowledge and a safe environment to enhance the social and psychological development of their learners. They are further expected to be role models to learners and be responsible for protecting learners against harm and promoting their well-being (Chen & Astor, 2009). Therefore, educators have to promote safety and prevent violence in schools.

Statistics show the severity of the problem of school violence in South Africa. According to Burton & Leoschut’s (2013), 2012 survey on school violence in South Africa, it is estimated that: 58.7% of the learners included in the survey experience some form of victimization including violent crime, property crime and online victimization. From year 2011 to year 2012, about 53.2% experienced some form of crime. 22.2% experienced some form of violence and 20.9% experienced online victimization. The survey further shows that out of nine South African states, the Free State has the highest rate of School Based Violence at (30.4%) followed by Western Cape (28.7%), Limpopo (25.2%) with Gauteng and the Eastern Cape provinces having the least School Based Violence rate (Burton & Leoschut 2013). Extrapolating from the preceding statistics further affirms the problem that school based violence has become in South Africa. The evidence of violence in South African schools has also been highlighted by the

media as they report atrocious incidents of physical, psychological, social and sexual acts of violence occurring in South African Schools (De Wet, 2010).

The South African Human Rights Council (SAHRC) identifies school-based violence to include: violence by learners on learners, violence by learners against educators, violence by educators against learners, violence by outsiders against learners and educators. Many South African schools experience acts of violence such as: bullying where the powerful learners verbally harass and sometimes beat to instil fear and dominate the less powerful ones (Ncontsa & Shumba, 2013; Banks, 2014; Liang, Flisher & Lombard, 2007). Another form of school-based violence is corporal punishment; where learners receive degrading actions from educators such as spanking, canning and sometimes being denied doing some important things like eating (Maphosa and Shumba 2010; Burton & Leoschut 2013). In the last lap is gender-based violence where learners and sometimes educators experience acts such as sexual molestation, and rape (Skiba, 2002; Taole, 2016). Other prevalent acts of violence experienced in South African schools include vandalization of school properties, drug dealings, discrimination and gangstarism (Ncontsa & Shumba, 2013; Mncube & Harber, 2013; Miller & Kraus 2008; De Wet. 2007).

Ncontsa and Shumba (2013) in their study similarly find school-based violence to be a very disruptive tool as it affects teaching in schools. That is to say that educators cannot effectively teach learners because of uncontrollable, unmanageable and ill-disciplined environment created by violent acts. Due to violence, educators are unmotivated to teach, and their morale becomes very low after meeting empty classes because learners leave school earlier than stipulated time. It is also difficult to complete a syllabus in schools with high rates of violence because most of the time is spent on preventing or resolving violence rather than on teaching. Vandalism as another form of school-based violence has resulted in lack of textbooks and other teaching materials, thus making teaching very difficult for educators. Infighting caused by lack of respect of learners towards each other creates a tense atmosphere in the classroom also has a negative impact on teaching. It is important to acknowledge that learners are not the only ones in schools who may experience bullying and victimization. Educators and staff also experience school-based violence. Educators also become victims of violence, they fear for their own lives which makes them go to class unprepared and they feel helpless.

The effects of school violence go beyond disrupting teaching and learning. Besides the more visible consequences of school violence (such as injury or death), there are also other long-term consequences of victimization and exposure to school violence such as: anger, anxiety-

hyper-vigilance, posttraumatic stress disorder, depression, substance abuse, suicidal ideation, helplessness, and high-risk sexual behaviours (Buka, Stichick, Birdthistle, & Earls, 2001; Ludwig & Warren, 2009). This connotes that school-based violence have physical, social, emotional, and psychological affects; many of which have lasting effects on both learners and educators. School based violence has also been established as a contributory factor to the increase of learners' school drop-out rates. According to the Department of Basic Education (2015), school dropout rate has reached a national crisis where by approximately 60% of first grade learners will ultimately drop out rather than complete 12th Grade. Likewise, by Grade 12, only 52% of the learner's population remain enrolled. It is therefore estimated that out of each 100 learners that are enrolled in school in Grade One, half will dropout, 40 will successfully complete the NSC exam, and only 12 will be eligible to proceed to higher education (Lamb & Markussen, 2011). Other effects of school-based violence include; teenage pregnancy, Post-traumatic stress and even death (Mncube & Harber, 2011; Saunders, 2007; Jefthas & Artz, 2007)

The problem of school violence has been widely researched but the focus of many researchers has been on learner to learner violence, ignoring the fact that educators in South African schools also play important roles in the nature of the problem by either being perpetrators or victims of violent acts themselves. Educators have also been reported to be affected by violence in schools. They encounter psychological, physical and emotional impacts: anxiety, anger, tension, frustration and even depression (Bucher & Manning, 2003). The authors further note that, stress from school violence has pushed many educators to turn to alcohol and drugs as a coping mechanism.

Other effects of school-based violence on educators include trauma, de-motivation and an inability to perform effectively in their capacity as educators (Bucher & Manning, 2003). The 2012 National School Violence study report by Burton and Leoschut (2013), show that out of the 239 educators interviewed in the study, 2.1% were reported to have been physically hurt while on school premises environment, 4.2% had been robbed, 4.2% had a weapon pointed at them. An additional 4.2% had an object thrown at them while in school, 4.6% of the educators had also experienced sexual harassment by learners, 9.6% had ever been threatened by a learner and 29.3 of the interviewed educators had experienced been sworn at, insulted or shouted at. This data shows that educators are also not on a safe side when it comes to school-based violence.

Again, the high rate of attrition in South Africa's education sector is a crisis that has been attributed to the increased rate of violence in South African Schools. Several educators have had to quit their jobs because of an experience of a possibility of being victims of school violence. Not being able to protect oneself, low salaries, and lack of emotional and physical capacity to work in such an aggressive environment are some of the other reasons cited for high attrition rates in South Africa (McPherson, 2005).

Similar, it has also come to the fore that educators are not only victims of school violence, but they are also perpetrators of violent acts in schools despite measures taken to prevent such (Burton and Leoschut, 2013). The most common act of violence perpetrated by educators to learners in South Africa is the use of corporal punishment as a means of effecting discipline on learners despite its abolition by the government in 1996 (Burton & Leoschut, 2013). In their study, Burton and Leoschut (2013), found that out of the 5,939 interviewed learners, 49.8% of them claimed to have received corporal punishment from an educator. More so, it is recorded that the highest rate (73.7%) of the use of corporal punishment on learners by educators were recorded in KwaZulu-Natal and the lowest (22.4%) rate of corporal punishment use in schools were recorded in the Western Cape. Burton and Leoschut's (2013) also report that educators also perpetrate violent acts such as assaults, armed robberies, thefts, and sexual harassments. This revelation and insight into the nature of school violence makes the terrain very complex and dynamic, it further brings to purview the multi-dimensional manifestation of school-based violence in South Africa.

It can be affirmed that in any educational institution, educators are at the heart; they deal with the implementation of educational and non-educational goals of the schools. Due to the nature of violence in the South African society, schools are increasingly becoming hotbeds violent acts that, and this emplaces educators as the first centre of call in addressing violence in schools. Accordingly, there is an important need to understand educators' experience and perspectives on school-based violence in order to be able to proffer effective and long-lasting solutions to tackle the problem.

1.3. Problem Statement

In every society, schools serve as a place where children in addition to gaining knowledge on different subjects, are provided with the opportunity to socialize with peers and learn more about their communities (Fiske et al., 2012). It is a place where children spend most of their day and get the social-emotional well-being and cognitive development necessary for success

in life. Educators play a great and very important role as they act as guardians and instructors to these children (Chen & Astor, 2009). Every parent wants to believe that their children are safe in the school environment and under the protection of their educators (Van Jaarsveld, 2008).

When the school environment is not harmonious and peaceful it disrupts the process of transmitting knowledge and even socialization among children (Stevens, Wyngaardt, & Van Niekerk, 2001). School-based violence thus act as a barrier to a productive education system because it instils fear and creates distraction among learners and educators (Prinsloo, 2008; Van Jaarsveld, 2008). More than just the disrupting learning activities, school-based violence have far reaching future negative effects on both the learner and educator (Ncontsa & Shumba, 2013; Banks, 2014; Liang, Flisher & Lombard, 2007).

A significant number of literatures have explored the issue of school-based violence in South Africa from the learners' experience of it and from their standpoint. There is however a dearth of exploration on educators' experience of school-based violence in South Africa (Prinsloo, 2008; Ncontsa & Shumba, 2013). It is important to know how educators view School-Based Violence, the common forms of school-based violence they encounter in their schools, why some of them perpetrate violence and how they become victims? Also, there is an important need to know how educators are affected by these disruptive acts and their responses when they witness or are faced with violent acts. As educators, what efforts do they make to reduce and eventually eradicate School-Based Violence in South African schools? In response to this knowledge gap, the study explores Educators experience of School-Based Violence in Peri-Urban High schools around the Umlazi settlement in Durban, South Africa.

1.4. Motivation of the Study

The issue of school violence in South Africa has garnered a lot of attention in both main stream media and in academia. It is clear that violence in schools has some impact on learners and educators' emotional, psychological, physical and social well-being as well as the school community system (Cohen, McCabe, Michelli, & Pickeral, 2009). The media has helped in bringing awareness to the problem through its recent increase in the number of reported serious incidents of school violence in South African schools.

The South African Institute for Racial Relationships reports that South Africa has the most dangerous schools in the world, and learners and educators do not feel safe at schools (Burton & Leoschut, 2013). The media often focuses on the explicit details of violent incidents in

schools and capitalise on the sensation these incidents create. Very rarely do they focus on the vulnerability of educators in coping with the overflow of violent symptoms from society into our schools. The study on Exploring Educators Experience of School-Based Violence in Peri-Urban High Schools, Umlazi, South Africa is very important since the findings from the study will increase knowledge on the issue of violence in schools which is an important social issue.

The severity of school violence, the exact locations of violent acts and how different groups in schools experience violence provide key details to understanding and measuring the problem of violence in schools. The findings from this study will also be useful in the war against school-based violence since the solution for the problem cannot be found from a single point of view but the integration of learners, educators, the family, community and the government. Learning about educator's experience of school violence, as to why they perpetrate violent acts or what exposes them to be victims of violence can serve as an important step towards handling the problem of violence in schools by enabling schools to choose appropriate intervention programs for their schools.

In addition, findings from this study will be helpful to policy makers. That is the retraining of educators on the new systems of discipline and management also increasing their professionalism. The study will also be valuable in the formulation of policies that are geared towards ensuring educators' safety while in school.

1.5. Research Aim

The study intends to explore Educators Experience of School-Based Violence in Ogwini, Ndukwenhle and Swelihle High Schools, Umlazi, South Africa with the aim of understanding the problem of school-based violence from the perspective of educators; their own experience of violence while on the school premises and their efforts in coping in such violent environments and their role as educators in eradicating the problem of school violence in South Africa. This study aims to provide more insight into the problem of school violence in South African schools.

1.6. Objectives of the Study

The study intends to achieve the following objectives:

- i. To describe the severity of school-based violence in South African schools.
- ii. To identify the types of school-based violence experienced by educators in three South African schools.
- iii. To explore factors that increases educator's predisposition to school-based violence.

- iv. To identify how educators become victimised by learners.

1.7. Research Questions

The study intends to answer the following questions:

- i. What is the extent of school-based violence in three Peri-Urban schools in Umlazi, South Africa?
- ii. What are the types of school-based violence experienced by educators in these three South African schools?
- iii. What are the ways in which educators become susceptible to school-based violence?
- iv. How do educators become victims of school-based violence?

1.8. Operational Definition of Terms

The following are the definitions of key terms as they are used in this study;

A Learner in this study is a person who is gaining knowledge or skills by studying, practicing, being taught or experiencing something otherwise referred to as a learner. An educator is a person working in the field of education and it includes educators and school management staff. Violence is the intentional use of power or physical force against another person, a group or a community, with behaviours that are likely to cause physical, social or psychological harm (Centres for Disease Control and Prevention, 2015). School Based Violence is any kind of verbal or nonverbal act that occurs between learners or educators or educators and learners, happening within school premises or on the way to and from school, that is likely to cause social, psychological or physical harm (Burton & Leoschut, 2013). And finally, crime is any unlawful act towards an individual, society or the state punishable by a state or other authority. It is also known as offense. An act cannot be a crime until it is declared so by law (Holmes, 2009).

1.9. Dissertation Structure

Chapter one provides the general introduction of the study, background of the study, statement of the problem, motivation of the study, research aim and objectives, research questions and operational definition of terms.

Chapter two investigates in-depth literatures on the topic under study. The review includes literature on the forms and types of School-Based Violence, a global view of school-based violence, factors promulgating School-Based Violence in South Africa, South African school

safety models for addressing School-Based Violence and the South African legislature framework addressing safety in schools.

Chapter three articulates the theoretical explanations on the occurrence of violence in South African schools. The chapter explains and interprets Arnold Sameroff's transactional model of development, Travis Hirschi's social control theory and Robert Agnew's general strain theory to give more understanding into the issue of school-Based Violence in South Africa. Sameroff's transactional model of development and Agnew's general strain theory explain the reasons learners engage in violent activities while Hirschi's social control theory explains why learners do not engage in violent activities despite having reasons to do so.

Chapter four provides the research design and the methodology adopted in the study. The chapter provides an overview of the location of the study, the participants drawn to be part of the study and how participants for the study were drawn, data gathering processes the researcher went through as well as the methods and tools that were used and how the data was managed, analysed and the findings that were made. The chapter also gives the research ethical considerations which gave the researcher the underlying principles that influenced and guided the research data collection process. Also included in this chapter are the setbacks, difficulties and limitations the researcher went through in the process of the study.

Chapter five presents the interpretation and analysis of the data collected during the field work using thematic data analysis method where audio-taped responses from the field are presented as transcripts and these transcripts are categorized into different themes for easy analysis by identifying recurrent patterns.

Chapter six provides an overall summary of the study and recommendation are made for further academic studies.

1.10. Summary

School-based violence is a matter of national concern in South Africa as its effects have been recorded to be severe and affecting both learners and educators. The nature of violence in South Africa societies is recognized to be the major cause and driver of school violence in the country. Societies with high rates of violence are seen to have schools with high rates of violence.

This study explores the experiences of educators on school-based violence in South African secondary schools with the aim of identifying the extent of the problem in the country, the major forms of violent acts in South-African schools, factors predisposing educators to be victims of violent acts while in schools, the reasons educators perpetrate crime and also the

efforts made by educators in eradicating the problem of school violence and ensuring school safety. Findings from this study will be important as it will add knowledge on the subject of school-based violence and thus act as guideline to learners, researchers and policy makers.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

Every school should have a safe environment where learners and educators can interact without fear of social, psychological or physical harm. Learners should not think twice about going to school and they should be excited and motivated to learn within these spaces. According to Stevens et al (2001:313), every learner and educator is entitled to a welcoming and warm school environment where teaching and learning is uninterrupted. A school with no safe environment makes teaching and learning difficult thus affecting the education process.

South Africa as a country has had its share and history of violence and crime. This history has been very significant in understanding various issues within the country and it is important to understand how South Africans navigate their socio-economic, demographic and geographical terrains to provide a critical assessment of any situation within this context. Despite the measures put in place to prevent and combat violence and crime in South Africa, there is a growing level of crime in the country. This is alarming and creates fear among the people because violence is present in every place such as intimate, domestic settings, private spaces and schools (Statistics South Africa, 2016).

The high rate of crime in the country profoundly affects the younger generation. Educators and learners in South African schools are said to experience the nightmare brought by violence and a hostile school environment. School-based violence is now a matter of serious concern to learners, educators, parents, the community, non-governmental organizations and the government who wants to see a safe school environment. The issue of violence in schools is thus a matter of national concern in South Africa and the issue is still persisting despite numerous efforts implemented to curb the menace (Human Rights Commission, 2006; Prinsloo, 2008).

Johnson (2005) conducted a study on school-based violence. The study involved 472 Grade 9 learners in Western Cape schools. The findings show that almost 50% of learners have experienced verbal harassment, 34% have been pushed, shoved or hit. Another 24% have engaged in physical fights and 39% have had their properties damaged or stolen. In the same study, it was found that learners do carry guns (9%) and other weapons (16%) around school premises. The evidence of violence in South African schools have also been highlighted by the media as they report atrocious incidents of physical, psychological, social and sexual acts of

violence occurring in South African Schools (De Wet, 2010). News Article on January 22nd, 2017 reports the following incidence:

A 14-year-old boy “Siphamandla Choma”, from Middleburg in Mpumalanga has been paralyzed after allegedly being assaulted by his school principal after accusing him and another boy of stealing R150. The boy twisted his spinal cord lost and lost a feeling to his legs, is now wheelchair-bound and cannot walk or do anything for himself. "He tripped me and I fell and he put his knee on my chest and asked me where the money is. I told him I didn't know," says Choma. This is an ongoing case in court but even when justice is served, Choma says he has lost his dream to study and become a doctor because of the situation he is in (News Article – January 22, 2017 – www.sabcnews.com).

The above report portrays the magnitude of violence in South African schools and it has been affirmed that the effects of school violence are disturbing and can never be underestimated. While the article above further raises concerns on issues of corporal punishment meted out by educators, it also brings to fore how important it is to properly investigate school-based violence and curb this offence.

The 2002 World Health Organization's violence and health report defined violence as “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation” (WHO 2002:1). Based on the relationship between the perpetrator and the victim, WHO has categorized violence into three: Self-directed violence, interpersonal violence and collective violence. Suicide is an example of a self-directed violence where an individual does harm to oneself. Violence done by a person or a group to another person or a group is known as interpersonal violence, and collective violence is violent acts by large groups such as political groups. Therefore, any kind of verbal or nonverbal violence occurring among learners or between learners and educators in the school environment is known as school-based violence (Prinsloo and Naser, 2007, Burton, 2008). According to Burton and Leoschut (2013) school-based violence does not only connote violent acts occurring within the school premises but also any violent act associated with school such as going to and from school. Educators in South African schools can be victims or perpetrators of violence. They can perpetrate violent acts through corporal punishments, use of abusive language, throwing materials such as books at learners and sexually abuse learners and promise them good grades (Burton, 2008; Fisher & Kettl, 2003).

Every child has a right to education and schools are important institutions for knowledge acquisition and preservation. Children spend most of their time in schools and they also establish valuable relationships through meeting friends, learning and socializing. There is however the fact that the safety of school environments have become a serious concern in south Africa especially around the townships (Van Jaarsveld, 2008). According to Durlak et al, (2011) SBV affects both learners and educators and this has a negative effect on teaching and learning. A lot of time is used in preventing and dealing with violence and by so doing reduces time spent in actual learning. Pahad and Graham (2012) conducted a study on the perception of educators on factors that contribute to school violence. In the study, they categorize these factors into individual factors, family factors, school factors and community factors. These factors do not act as isolation, but they are interrelated and contribute to causing violence in schools. More so, male learners are more likely to perpetrate violence than female learners and in most cases victims of violence in schools are young learners or learners in lower grades. Aggressive nature of learners or educator is also said to contribute to violence in schools.

Most studies focus on how violence in South African schools affect learners and hardly document educator's experience of school-based violence. According to South African Council of Educators (2011), School Based Violence is not limited to learners; educators are also involved, therefore making it important to know how they view the problem. The problem of violence in South African schools should not be taken lightly due to the threats it poses on learners' and educators' social, psychological and biological wellbeing. Violence in schools contributes to low educational achievement among learners due to depression, fear and lack of concentration in class. Violence also causes learners absenteeism as they try to avoid violent acts such as bullying and in extreme cases it leads to learners dropping out of school. School based violence is also linked to future adulthood violence. It is said that learners who are victims of violence are more likely to be perpetrators of violence as they grow older (Burton & Leoschut 2013:4)

2.2. Forms of School Based Violence in South Africa

In 2007, The South African Human Rights Council (SAHRC) provided a report that paints a vivid picture of the challenges of school-based violence in most South African schools. According to this report, forms of school-based violence in South Africa are divided into three categories:

- 1 Violence by learners on learners.
 - sexual violence and assault, including molestation, harassment, and rape
 - Accidental violence; for instance, playing with guns that go off.
 - Violence from gender, race, language, sexual orientation, religious beliefs discrimination.
- 2 Violence by learners against educators.
 - Physical assaults and attacks
 - Psychological violence such as swearing, bullying, disrespect and taunting.
 - Racial discrimination and sexism.
- 3 Violence by educators by learners
 - Sexual violence and attacks; for instance, molestation, harassment, rape and learners especially girls voluntarily engaging in sexual activities with educators so as to get good grades.
 - Physical assault such as pushing, throwing objects, slapping, beatings with sticks and other objects and corporal punishment.
- 4 Violence by outsiders against learners and educators.
 - Vandalism, this includes destruction of personal and school property and graffiti
 - Assault
 - Hijackings
 - Robbery.

Ncontsa & Shumba (2013:5) opine that acts such as bullying, corporal punishment, vandalism, gangsterism and sexual harassment are some of the most prevalent violent acts in South African schools. Other forms of violence identified include discrimination, drug dealing, smoking, gossiping and the use of vulgar language.

2.2.1. Bullying

Bullying is the most common form of school-based violence in South Africa as most schools have recorded some incidents of bullying. Bullies harass and beat other learners, take their possessions such as lunch money (Ncontsa & Shumba, 2013). The need for power and control

results to bullying where learners who are young and the ones who are powerless are victims. This imbalance of power may come from differences in physical strength, status, age, popularity or body size (Banks, 2014). The powerful individual or a group of individuals deliberately and repeatedly instil physical or mental harm on the less powerful individual or a group of individuals over a period of time (Liang, Flisher & Lombard, 2007). According to Underwood and Rosen (2011) bullying happens in different forms; it includes verbal bullying, non-verbal bullying and cyberbullying. Cyberbullying is common in South African schools and has manifested itself through posting harmful materials via social media or the internet also sending texts that paint other learners negative image. Learners and educators especially female educators are both victims of bullying in schools. The experience of this young learner is captured by a News Article and it reflects the incidence of bullying as experienced by most learners:

The excitement of starting big school became a nightmare for six-year-old Sinalo, (not his real name). This was after he was bullied on his first month at his new school. The bullying started with teasing, and songs being sung about him being overweight. "Every Sunday when we are getting ready for school he'd panic. I'd ask him how is school then he will say, can I please go to Grade R it's not nice there. I thought he was just being a kid. Then the following week I had a complaint that the other kids were teasing him. There is a song they sing about a woman with big boobs and they tease him about his legs and weight," said Sinalo's mother. The victim's mother is now concerned that this has affected his self-esteem. "He is suffering from anxiety, you know in the morning when he has to go to school, you won't like it. He would say mommy can you please take me and wait for me there at school. It's really bad. He even has a low self-esteem, you know he won't even undress in front of me anymore now, he says I'm going to laugh at him." It's alleged that Sinalo has also suffered physical bullying by elder school mates, and his pocket money was taken from him as well. His mother says she raised her concerns with the school, but nothing was done. Sinalo has spent this week at home, as his mother is still looking for another school that will accommodate him. (News Article - 2 March 2017 - www.sabc.co.za)

The World Report on Violence against Children does not see bullying as an isolated behaviour but a pattern of behaviour with profound consequences to its victims and perpetrators. Bullying can be verbally perpetrated or non-verbally perpetrated and can lead to physical violence if it is not care of. A survey conducted by Global School-based Health Survey (GSHS) between the year 2003 and 2005 involving a number of countries found that 23% of boys and 17% of girls

in China (Beijing) have experienced bullying. 63% of boys and 67% of girls have experienced bullying in Zambia. Innovation of technology around the globe has also said to cause an increase in the cases of cyber-bullying where text messages, emails, transmission of images and online chat are used to harass and bully learners. A study by the European Union Kids Online initiative in 2010, show that 6% of the respondents have experienced cyber-bullying and a similar affirmation is recorded by the WHO (2009) which states that 135 of the learners have experienced cyber-bullying (WHO, 2009).

The World Report on Violence against Children found that in year 2002, 73 million boys and 150 million girls under the age of 18 have experienced sexual violence in school. One in every four female learners in Canada has reported to have experience sexual violence. It is difficult to know the exact number of learners who experience sexual violence since many cases are not reported for the fear of shame or being stigmatized, and in most cases their claims are not believed. Educators have also been identified to perpetrate sexual violent on learners, a study conducted in Uganda found that 8% of male and female learners have had sex with their educators.

In 2017, the United Nations Educational, Scientific and Cultural Organization (UNESCO) published a report on School Violence and Bullying. The report shows that learners all over the world experience school-based violence although the intensity of the problem differ from country to country. Every year an estimate of 246 million learners experience some form of violence in their place of learning around the globe. The most common forms of violence are physical violence such as corporal punishment, bullying, cyberbullying, homophobia, sexual violence and abuse perpetrated by both educators and learners. Violence has been noticed to be result in physical and emotional harm on its victims. It further interferes with learners' ability to concentrate in class, creating unsafe school environments and in turn affecting their academic achievements.

Bullying like several other acts of violence within school spaces has far reaching consequences. Its impact could damage the psyche of the victim and at that point the goal of educational institutions would have been a failure.

2.2.2. Corporal punishment

In 1996 South Africa prohibited the deliberate use of any act that inflicts physical discomfort or pain by an educator to punish or discipline a learner. These acts include: hitting a learner with a hand or with an object, pulling or pushing a learner with force, throwing objects at a

learner and denying a learner from eating or using the toilet (Maphosa & Shumba 2010). Any form of degrading action towards learners such as caning, spanking is known as corporal punishment. In spite of the 1996 prohibition, Corporal punishment is still practiced in many South African schools (Burton & Leoschut 2013). According to Maphosa and Shumba (2010), corporal punishment entails the way of disciplining learners by using physical acts which hurt or harm the learner. Taole (2016) argues that corporal punishment in schools is normalized in South African community, it is socialized into the community and this makes it difficult to end the problem even when learners report to the school

De Wet (2007:681) conducted a study on “School Violence in Lesotho: The Perception, Experiences and Observations of a Group of Learners”, this study indicate that the issue of using corporal punishment by educators to discipline learners is still experienced not just in South African schools but across most Southern African countries. One of the learners who participated in the study reported that an educator once brutally beat a learner to the point that the learner fainted, and nothing was done to punish or correct the educator after the incidence was reported to the school management.

2.2.3. Vandalism

Some learners engage in acts of vandalism, they steal other learners’ school materials and destroy school properties (Ncontsa & Shumba, 2013). These acts are very prevalent and are often carried out by learners who have organized themselves into groups (Mncube & Harber, 2011). The deliberate act of damage is usually premised on aggression and an intense desire for revenge or to get back at the school management or out of pleasure.

2.2.4. Gangsterism

Some learners commit crimes and violence such as assault and bullying through the formed informal or formal groups, these groups are known as gangs. Gang membership fulfils learners’ psychological needs since it makes them feel the sense of acceptance and belonging. It also enhances their social status especially for those learners who see themselves as being unpopular and powerless. Learners that belong to gangs are promised protection, power, status, sexual and social excitements and valued incentives. The male members of such gangs go to extreme length to protect their membership status even if it requires them to commit violent acts (Miller & Kraus 2008:17)

Schools internal factors also play a role in pushing young people to join gangs. The way the school is organized and managed, and the sense of learners belonging in the school can

determine the rise of gangs. Gangsterism is very common in schools located in the Western Cape, where even young learners from the age of 13 are being recruited to join gangs (Mncube & Harber, 2011). Within these gangs, there is strength in numbers when fights break out and gangs compete to recruit as many learners from schools as possible. Ownership of weapons such as knives and guns are a symbol of power among gang members, and this further makes it a very dangerous form of violence in schools. It is stated that most learners are coerced to join gangs and because of fear they might find themselves to be part of the out groups. Fear has thus become a great determining factor in pushing students to join a gang (Mncube & Harber, 2011:42). The development of gangs around school environment has further heightened the rate and nature of violence as some of these gangs are equipped with very dangerous weapons that can maim and even kill.

2.2.5. Gender-based violence

In 2008, the Centre for the Study of Violence and Reconciliation provided a report which shows high levels of sexual violence in South Africa. According to statistics the rate of sexual violence has continued to increase in South Africa and there is a dramatic rise in reported sexual offences in recent year (2017). The number of recorded rape cases has increased from around 15,000 in 1986 to around 55,114 in 2005. Men are most reported as perpetrators of sexual violence. In the Eastern Cape and KwaZulu-Natal, 27.6% of men who were interviewed acknowledged having raped a woman or girl, and of those men, 46.3% had raped more than one woman or girl. It is difficult to know the exact cases of sexual violence since in South Africa; people are scared and ashamed of reporting sexual violence incidences.

Dunne, Humphreys, and Leach (2006) argue that gender-based violence in school refers to any act of violence towards learners in school premises relating to their sex or gender. This means that learners are prone to experience some form of violence just because they are boys or girls, and this is because of the power imbalance between males and females especially in developing countries (Skiba, 2002). It ranges from acts such as unwanted touching of another learner's genitals or other parts that make the learner feel uncomfortable and this can go as far as rape. Gender based violence in school is further categorized into psychological, physical and sexual violence (Taole, 2016). Sexual violence includes violent acts related to sexual harassment and rape. Sexual violence is common between people of opposite sex, and males are commonly known to be perpetrators and females to be victims of these acts. In recent years however, things have changed and there are cases of sexual violence between same gender and females being perpetrators and males being victims. Ncontsa and Shumba (2013:6) similarly affirm the

prevalence of gender-based violence in South African schools. These authors also report that gender-based violence is especially high among female learners, grade 9 being the target for sexual harassment.

2.2.6. Discrimination

Discrimination refers to unjust and different treatment of people on the basis of their accidental physical attributes such as their age, race, ethnicity, nationality, sexual orientation, religion and disability. Discrimination can harm learners and affect the discriminated socially, psychologically and academically (Prinsloo, 2005). When discrimination results to harm on the victim it is called a hate crime.

2.2.7. Assault and fighting

Assault can be described as illegal application of force with the intent to hurt another person. Assault can also be accompanied by grievous bodily harm and assault happens specifically with the intention to cause serious bodily injury. An object or weapon such as a gun or stick is often used in this form of attack. While most cases of school-based violence are solved by educators and the school management; assault or serious violence such as stabbings and shootings however requires the attention of the police (Ncontsa & Shumba, 2013)

2.3 Factors Promulgating School Based Violence

No single factor is sufficient to explain the reason behind violence in South African schools. Violence by itself is as a result of a combination of several interrelated factors; the same applies to school-based violence (Pahad & Graham, 2012). Pahad and Graham (2012) categorize the factors contributing to the rise of violence in schools into individual, family, school and societal factors.

2.3.1 Individual factors

Individual factors include how learners' biological attributes such as their gender, age, personality, mental health and anger contribute to their violent tendencies. Mental health is affected by alcoholism and drug abuse which make learners feel above the law, powerful and out of control and making them result into violence (Pahad & Graham 2012; Ncontsa & Shumba, 2013). Male learners, older learners and learners in higher grades are more likely to be perpetrators of violence while female learners, young learners and learners in lower grades are more likely to be victims (Furlong & Morrison, 2000; Pahad & Graham, 2012)

2.3.2. Family factors

Family is the most important institution in the socialization of children in the society. Children inherit some of the biological traits of their parents and social skills to make them productive members of the society (Berns, 2012). Children adopt values, norms and social customs from their families. The implication here is that children who are socialized around domestic violence, broken homes and lack of parental involvement are likely to be perpetrators of school-based violence (Pahad & Graham, 2012; Burton, 2008). Apart from under-parenting, over-parenting is also identified to be the cause of violent acts (Pahad & Graham, 2012).

2.3.3. School factors

The nature of the school management, poor treatment of educators and shortage of school resources such as desks has been seen to contribute to the rise of violence (Pahad & Graham, 2012). When educators are under paid and not motivated they become frustrated and end up unloading their frustrations to learners and other educators through violence. Lack of recreational facilities has also been identified by Ncontsa and Shumba (2013:8) to be a factor pushing learners into perpetrating violence in schools. According to their study, 65% of the learners included in the study proved this point to be true. Recreational facilities have the ability to keep learners occupied and keep them away from engaging in violent acts.

2.3.4. Societal factors

South Africa is perceived to be one of the most violent societies in the world (Burton & Leoschut 2013:4). The long period of Apartheid in South Africa gave rise to violent youths and communities full of violence. Reason being that violence was used as a tool of resistance against racial segregation (Harber, 2001 & Chabedi, 2003). The nature of violence in South Africa has highly contributed to the rise of school-based violence. Learners end up carrying weapons to schools as a way to protect themselves due to prevalence of violence in their communities (Ncontsa & Shumba, 2013). Violence in the communities has essentially exposed children to violent acts and thus making the possession of weapons a normal thing among learners in those communities thus facilitating more violence. Schools located in communities prone to violence have higher rates of school-based violence. In most South African communities, violence has been normalized that even when learners report the incidents of violence such as corporal punishment no action is taken (Pahad & Graham, 2012).

Indiscipline among learners has also been attributed to the increase of school-based violence in South Africa where learners do not respect school rules and school management, they

become uncontrollable. The nature of indiscipline among learners is also presumed to be caused by disrupted homes in South African communities (Ncontsa & Shumba, 2013:8)

Mgijima (2014) identifies lack of professionalism among educators as having a negative effect on school-based violence in South Africa. The supposition here is that some educators lack self-discipline, self-respect and integrity to be role models to learners. They are not time conscious and report to their classes late and sometimes do not report to their classes at all leaving learners idle. When learners are not engaged with school activities they are likely to engage in violent acts. Lack of professionalism cause educators to abuse learners; and in some cases, incidences of abuse by educators on learners reported to the school management are not dealt with appropriately just because the educators are friends with the management. The study also reports that educators misuse their power and position by disciplining learners using corporal punishment.

Power (2016) also identified factors that lead to rise of violence in South African schools and categorizes them into external factors and internal factors. External factors include factors found outside the school. Learners who live in lower income communities (communities exposed to poverty) become frustrated and end up engaging in violent acts such as bullying and theft to feel empowered and in control. Also, increased exposure to violence at home and in the community and the wide spread of violent games and television programs have normalized the use of violence. Violence is seen as a way of life. On the other hand, internal factors include factors found within the school. The school itself can contribute to the rise of violent acts among learners and educators. Educators see themselves to be too superior to learners and that they have power over them. This makes educators use corporal punishments to discipline learners and sexually harass learners in exchange for good grades. Poor school management has also made reporting violence difficult since no action is taken against the perpetrators of violence and thus increasing the magnitude of the problem.

Pahad and Graham's (2012) study on "Educators' Perceptions of Factors Contributing to School Violence in Alexandra" shows that school-based violence is highly prevalent in low income communities more than in high income communities because of high rate of poverty in those low-income communities. Learners from poor homes bully other learners to get money or food; learners from poor homes are also highly associated with offenses related like theft in schools. Bester & Plessis' (2010) study on "Exploring a Secondary School Educator's Experiences of School Violence" found that educators regard violence in school to be caused by academic tension, lack of reactions for violent behaviours and societal modelled violence.

Other factors such as drug abuse, gambling and discrimination also contribute to violence in school.

2.4. A Global View of School Based Violence

The issue of violence has received the attention of parents, educators, government and non-governmental organizations worldwide. In recent years there have been reports of crimes and violent acts committed by learners both in developed and developing countries especially in countries like Brazil, Columbia, Ethiopia, Finland, Japan, Jordan, Israel, Norway, Malaysia, South Africa and USA (Benbenishty & Astor, 2008:59). There are some degrees of similarity in cases of school-based violence around the world and at the same time these cases are different depending on culture and country of focus. Recently the near regular occurrence of shootings in American schools have taken the world by surprise and further reinvigorated the interest of researchers and policy makers on issues of school-based violence (Metzl & MacLeish, 2015; Beland & Kim, 2016; Kellner, 2015).

Miller and Kraus (2008:16-17) discover that for a learner to engage in a violent act there has to be the presence of some risk factors that increase the chances of learners' perpetration of violent acts. They identify five risk factors for perpetration of violence among learners in the United States of America; these factors include substance abuse, delinquent and aggressive behaviours, overly lax, negative attitudes toward schooling, barbarous disciplinary practices, family violence and association with antisocial peers. Learners are highly at risk to engage in School Based Violence when they have weak associational ties with non-delinquent peers, strong associational ties with delinquent peers; having gang membership and also attending a school with high prevalence of gangs, having been a victim of a violent crime, and learners residing in neighbourhood with high rates of crime. The more a learner is exposed to these risk factors the more their chances to engage in violent acts and it requires efforts from learners themselves, the family, the school and the community to minimize the influence of these risk factors.

A study conducted by Stedden & Ewen (2007:87) on "Educators as Victims of School Violence – The Influence of Strain and School Culture" which involved 399 Luxembourg secondary school educators reveal that educators are also victimized by school-based violence because of class orientated strain, time pressure and the quality of school environment. This is an indication that the issue of school-based violence is dynamic and cut across board, everyone within the school environment could be victims.

Further still, some studies indicate that African schools have become an arena for violence, and some scholars are paying attention to the issue of violence in schools in African countries and this is due to the increase in school related violent acts in the continent (Mutto et al., 2009; Osadebe, 2013; Egbochuku, 2007). Learners are engaged in criminal acts and aggressive behaviours that in turn harm the school environment and inhibit educational development. Acts such as bullying, corporal punishment, verbal abuse and harassment, and criminal behaviour, including assault, gender-based violence, arson, and murder – all which may occur in hallways, school bathrooms, classrooms or school yards instils fear in both learners and educators.

Physical punishment is a common phenomenon in African homes and school, learners are familiar to slaps, whips and canes so they find it normal when educators punish them using similar methods (Naong, 2007; Muneja, 2013). Reporting school violence is still an issue in most African countries due to the fear of repercussions or being stigmatized, thus making the problem so rampant and a silent one in some countries (Naong, 2007).

The northern part of Uganda has been in the state of war for some years; this violent atmosphere has led to the normalization of violence in the community and has also increased the incidences of violence in schools located in the area (Mutto et al., 2009). The issue of school-based violence is also common in Nigeria, where it is reported that these violent acts are caused by the prevalence of cultism in the country, the watching of violent television programmes by children, drugs and alcohol abuse, children having easy access to guns and other weapons, and poor leadership by elders (Osadebe, 2013).

A study by Ademola et al., (2011:30-32) on the “Experience and Perpetration of Violent Behaviours among Secondary School Learners in Ibadan” shows the prevalence of psychological, sexual and physical violence in Nigerian schools. The study involved 1366 male and female learners from 6 public schools in Ibadan Oyo state. The findings from the study show that 97.9% of learners have experienced physical violence, 77.6% have experienced psychological violence and 34.9% have experienced sexual violence. Learners in this study reported to have encountered violent acts such as rape, slapping, unwanted touches of private body parts such as breasts and being belittled. Violent acts like bullying have also been reported in Nigeria, a study by Egbochuku (2007:66) shows that bullying in school has spread especially in government schools than in private schools. Egbochukwu (2007) further emphasizes that findings from schools located in Benin City, Edo state reveal that 78% of school children have experienced bullying in school premises whereby 71% lashed out at others. The study also reveals that boys were more likely to be perpetrators and victims of bullying than girls. Bullying

denies a learner's right to learn in a safe environment free of fear and it has lifelong negative consequences on both perpetrators and victims.

Learners are more at risk of sexual violence on their way to school and even in the school premises. The perpetrators of these acts are peers, educators and even outsiders. Although female learners are more at risk, male learners become victims too. Ruto (2009) conducted a study in Kenya on Sexual abuse in schools. In her study, it was found that in every 100 learners, 58 of them have been sexually harassed, and an additional 29% of boys and 24% of girls have been forced into unwanted sex. Another study carried out in Ghana, Zimbabwe, and Malawi by Leach and Machakanja (2000) shows that female learners experience violence in the form of sexual propositions by older male learners and educators. The use of sexually explicit language creates a hostile school environment for those learners.

2.5. Effects of School Based Violence

Violence on school premises affect both learners and educators, although the effect of violence on educators has not given much attention by researchers. In 2006, the United Nations prepared a World Report on Violence against Children. In the report, it was found that bullying, verbal abuse and sexual violence in school premises results to lack of motivation, absenteeism and drop out. Corporal punishment was also reported to be a factor affecting school drop-out in countries such as Nepal, where 14% of school drop-out was attributed to fear of educators and corporal punishments (Pinheiro, 2006).

Bullying has also been seen to have long term effect on victims. In a study conducted in the United Kingdom by Ellery et al., (2010), it was found that learners who experienced bullying in school were more likely to be without education, to have lower wage levels or be unemployed as opposed to learners who were not bullied. In turn, young men who are not in education, employment or training, are 3 times more likely to suffer from depression and 5 times more likely to have a criminal record. This is to say that, bullying has more complicated outcomes on the long run.

The Special Representative of the UN Secretary-General report on Violence against Children in 2012 notes that

For both the bully and the learner who is bullied, the cycle of violence and intimidation results in ... poor performance in school". The report concludes that "children who study in a violent environment achieve lower academic results than those who do not, and children who are bullied will often exhibit a marked decline in school achievement and a reluctance to participate in school activities. Moreover, their right to leisure, play and recreation can be compromised as they

isolate themselves from other children and lose interest in hobbies and after-school activities” (Devries et al., 2013).

In 2016, a UNESCO evidence review found that, in Thailand, 31% of learners who had experienced violent acts of homophobic teasing or bullying reported absence from school, In Argentina, 45% of transgender learners dropped out because of homophobia; and in Australia, Chile, Denmark, El Salvador, Italy and Poland it was reported that homosexual learners had poor academic performance when compared to their heterosexual peers. A study by Ncontsa and Shumba (2013:7) identifies loss of concentration, depression, poor academic performance, bunked classes, chaos and lost time to be the effect of school-based violence on learners. Learners waste time witnessing fights and thus disrupting ongoing classes, Also, in occurrences of fights, educators have to stop teaching and go to stop the fights. Learners’ ability to learn is negatively affected by depression through witnessing or being involved in incidents of violence. In the study, it was found that 72.2% of learners lost concentration because of the fear of what perpetrators of violence would do to them during break or after classes. Some reported not to feel like attending school because of bullies. Some are forced to do things they do not intend to do just because they are scared of their peers or they are coerced to do so. 19% of the respondents reported to end up bunking classes, 45.6% of learners’ grades have fallen and some even dropping out of school because of school based violence.

School based violence affect teaching in schools. Educators cannot effectively teach learners because of the uncontrollable, unmanageable and ill-disciplined environment created by violent acts. Educators are unmotivated to teach, and their morale becomes very low after meeting empty classes because learners leave school earlier than stipulated time. It is difficult to complete syllabus in schools with high rate of violence because most of the time is taken in paying attention to violence than in teaching. Vandalism has resulted to lack of textbooks and other teaching materials thus making teaching very difficult for educators. Infighting caused by lack of respect of learners towards each other creates a tense atmosphere in the classroom and thus affecting teaching. Educators also become victims of violence, they fear for their own lives which make them go to class unprepared, and they feel helpless (Ncontsa and Shumba, 2013:10).

In Mncube and Harber (2011:17) a similar affirmation is articulated that school-based violence results to reluctance to attend schools, dropping out of school, increased risk of teenage pregnancy, transmission of HIV/Aids and other sexually transmitted diseases amongst learners,

community disintegration, and academic underperformance. Other long-standing effects of violence in school includes reduced self-esteem, distress, risk of depression and suicide, fear, reduced school attendance, impaired concentration, and a diminished ability to learn. Also, school-based violence creates violent adults thus corrupting the community and the country at large. Learners who are highly exposed to violence end up being depressed, suffer from Post-traumatic stress disorder (PTSD) and trauma, terror, rage, withdrawal, disengagement, brutalization and Anger (Jefthas & Artz, 2007). According to Du Plessis (2008), school-based violence leads to the decrease in number of learners who want to be educators because of seeing how educators are treated.

Educators have also been reported to be affected by violence in schools; they also encounter psychological, physical and spiritual impacts (Saunders, 2007). Incidences of violence have made some educators to be stressed which can lead to anxiety, anger, tension, frustration and even depression. Stress has pushed many educators into alcoholism as a coping mechanism. School based violence has also caused trauma among educators. Another effect is demotivation and an inability to perform effectively in their capacity as educators.

The crisis in attrition rates in education sector is also attributed to the increased rate of violence in South African Schools. Educators do not prefer to remain in schools after they retire. This problem has caused the South African government to declare a shortage of educators in South African Schools. Attrition rates are on the increase in South Africa as more educators are threatened by the prospect of becoming victims of school violence, not being able to protect oneself, low salaries, and lack of emotional and physical capacity to work in such an aggressive environment are some of the other reasons for high attrition rates (McPherson, 2005).

2.6. Ensuring Safety in South African School

Griggs (2002) through The Criminal Justice Initiative (CJI) of the Open Society Foundation for South Africa published a study on “Preventing Crime and Violence in South African Schools: A review of learning and good practice from eight interventions” which includes the review of eight Non-Governmental organizations that deal with school-based violence prevention initiatives in South Africa. The following are the initiatives for School Based Violence in South Africa;

- 1 Independent Projects Trust (IPT)
- 2 St Mary’s Interactive Learning Experience (SMILE)

- 3 Khanya Family Centre
- 4 Bridges
- 5 Change Moves
- 6 Public Health Programme (PHP)
- 7 Community Psychological Empowerment Services (COPES)
- 8 Centre for the Study of Violence and Reconciliation (CSV)

2.6.1. Independent Projects Trust (IPT)

The Independent Projects Trust (IPT) was founded in 1990 focusing on prejudice and cultural insensitivity in KwaZulu-Natal, a society filled with cross-cultural groups. The programme later graduated into a school-based programme for conflict management due to increased rate of violence in Durban schools. IPT facilitated its goal through the Community Alliance for Safe Schools (CASS) which involves the cooperation of public, private and non-governmental organizations. IPT targets disadvantaged schools with history of crime and violence addressing the security and safety situation in these schools.

2.6.2. St Mary's Interactive Learning Experience (SMILE)

St Mary's Interactive Learning Experience (SMILE) was founded by Daniela Browne and Lynda Swinbourn with the aim of improving teaching and learning skills among educators and learners in 1991 in KwaZulu-Natal. Later on, in 1997, the organization advanced to developing materials on crime prevention as a vehicle for learning English skills in schools. The programme involves learners and educators in Grade 4 to Grade 7 and English language skills were taught using violence prevention stories and exercises.

2.6.3. Public Health Programme (PHP)

The Public Health Programme (PHP) was established in 1993 at the University of Western Cape with the aim of providing postgraduate and continuing education on public health and primary health care, assisting the development of district health systems and programs, conduct research on priority health problems and responding to public health challenges facing the country. In 1999 the programme started advocating on School Related Gender Based Violence education in schools.

2.6.4. Khanya Family Centre

The programme originates from a community outreach project which was formed by the Parent and Child Counselling Centre in Johannesburg to provide psychosocial help to children traumatized by political violence brought by the General Elections in Khatius in 1994. The programme targeted Grade 10 learners in schools with high rate of School Based Violence in Katlehong, Thokoza and Vosloorus.

2.6.5. Bridges

This is a drug and alcohol education programme founded by Sarah Fisher in 1996 and it targets Grade 6 to Grade 12 learners, their educators and their parents. The programme involves providing a conducive and non-judgmental environment for recovering drug addicts and alcoholics to share their feelings and experiences. The programme educates learners, educators, parents and the school management on alcoholism and drug abuse.

2.6.6. Community Psychological Empowerment Services (COPES)

This programme began in 1996 with the aim of reducing and preventing aggressive behaviour among learners in the first three years of schooling in Lavender Hill, Cape Town. It involves the association between two organizations; the Trauma Centre for Survivors of Violence and Torture and the New World Foundation (NWF). The programme provides social and behavioural management skills to learners, educators and learners parents in the schools identified as prone to violence. The programme is useful in preventing and reducing violent and criminal behaviours in schools.

2.6.7. Change Moves

Change Moves started in 1999 with the aim of restoring learning and teaching culture in Bonteheuvel schools by facilitating professionalism, a community development approach, and partnerships and networking. The programme introduced workshops focusing on leadership and management of a school.

2.6.8. Centre for the Study of Violence and Reconciliation (CSVR)

The Centre for the Study of Violence and Reconciliation was founded in 1989 but started its work in schools in 1994 when school-based violence was at its peak in South Africa especially in Soweto schools. The programme was concerned with providing learners and educators from 40 schools with conflict and trauma management skills.

Violence in schools has been a great challenge in educational development in South Africa. Despite the efforts put in place by the country's legislature and Non-governmental institutions to prevent and stop violence in schools. There is however a need for schools to also formulate policies which are in line with the 1996 South African constitution to ensure school safety and deal with problems of school-based violence to protect the wellbeing of both educators and learners. Some schools in South Africa such as Tsako-Thabo Secondary school (School Safety Policy of 2014) and St, Andrew's School (School Safety and Security Policy of 2012) have laid down school safety policies to deal and manage anything that may threaten their school safety and security. These schools have taken the front seat in creating an environment where school safety is valued by all, perpetrators of violence are not tolerated, incidences of violence are reported, and victims are supported. These schools have strict policies regarding access to the school premises by outsiders and no one is permitted to carry or to store illegal drugs and dangerous weapons inside the school premises.

Mgijima (2014) found out that in order for the school safety policies formulated by different school management to effectively perform their function, they should also see to establishing cooperation between the school, the community, parents, educators and learners. But in many occasions in South African schools, the management isolate other stakeholders in their safety policy development (Mgijima, 2014). For instance, parents are in most cases not involved and even when they are needed in school they do not show up. This dysfunctional relationship between the school safety policy stakeholders makes it difficult to implement school safety policy in schools. The school has to ensure that the school environment is safe for both learners and educators and creating safer routes for children to and from school. Apart from schools formulating these policies to ensure school safety, addressing community factors such as controlling the availability of alcohol especially to learners, creating some extracurricular activities, and suppressing gang violence in the community will help in building safer schools in South Africa.

The Centre for Education Law and Policy's (CELP) in 2005 suggests some steps necessary to improve school safety (Cohen et al., 2009). These actions include:

- 1 Teaching and promoting values of mutual respect, honesty, human dignity and integrity, to learners so as to improve their behaviour and thus decrease the occurrence and prevalence of violence at schools.

- 2 Learners should be taught effective, non-violent conflict management and resolution methods of managing.
- 3 Involvement of surrounding communities in ensuring the safety of learners. This includes parents monitoring their children's activities such as controlling media contents, games and the internet.
- 4 Creating good relationship between learners and educators.
- 5 Empowering educators by providing conducive working environment.

2.7. Legislative Framework Addressing Safety in Schools

In this modern and civilized world, a constitution plays an important role in governing a country. South Africa like many other countries is governed by body of rules, laws and principles laid down in the constitution of 1996 (Mbeti, 2016). The South African government identifies the issue of violence in schools and puts down guiding principles that would ensure the prevention of violence in South African schools. The country's legal framework protects learners from acts of violence such as corporal punishment, assault, sexual harassment and sexual abuse, bullying and discrimination which may cause physical, emotional or social harm (Prinsloo, 2005).

The constitution is an important tool in governing a country, it is the origin of education law in South Africa and all schools should respect it in running school activities and preventing the occurrence of school-based violence (Woolman and Fleisch, 2006). The following are the rights that guide education in South Africa as found in the constitution.

- I. The right to education (Section 29): Every individual, both children and adults have the right to education. It is children's right to get education and anything that hinders this must be taken care of and stopped.
- II. The rights of the child (section 28): In South Africa, every child has a right to parental care and even when outside of their home they are to be protected and cared for. This gives educators the duty to act as parents when learner is in school premises. They are to protect and ensure that learners are free from any harm and danger. South African child has the right to be protected from maltreatment, abuse and degradation when they are in their homes and even in schools.

- III. The right to equality (Section 9): Learners in South Africa are equal despite of their sex race, age, religion, disability, gender, ethnic, sexuality or nationality. They are all to be treated equally without being directly or indirectly discriminated on any ground.
- IV. The right to human dignity (Section 10): “Everyone has inherent dignity and the right to have their dignity respected.” This section of the 1996 constitution prevents the loss of dignity that is brought by violence especially in schools. Victims of school-based violence are stripped off their dignity as human beings.
- V. The right to life (section 10): “Everyone has the right to life.” The lives of both learners and educators in South African schools must be protected and preserved. One of the consequences of school-based violence is loss of life, especially when learners have access to weapons such as knives and guns.
- VI. The right to freedom and security of person (section 12): Citizens in South Africa are to be free from any form of violence wherever they are; they are not to be treated in a cruel, degrading or inhumane manner even if they are punished. This implies that both victims and perpetrators of school-based violence must be protected. This section brings up the need to promote school safety in South Africa.
- VII. The right to privacy (section 14): This should be taken into consideration when conducting searches on learners and visitors in South African schools. Educators should respect learners’ privacy when conducting searches for weapons, drugs, alcohol and other dangerous objects that might encourage violence in school.
- VIII. The right to freedom of expression (section 16): The right to freedom of expression is normally misinterpreted. It does not mean one is free to express emotions of hate against another person or group of people such as homosexuals or encourage violence.
- IX. The right to a safe environment (section 24): “Everyone has the right to an environment that is not harmful to their health or well-being.” School premises as an environment must be safe for both learners and educators. This means school buildings such as classrooms, workshops and laboratories, media centres, offices, computer centres, school halls and gymnasiums and tuck shops must be safe. Also, playgrounds, school buses and even sports field must be safe for both learners and educators.

The South African constitution has clearly highlighted how learners and educators are to conduct themselves to ensure safety and security in schools by preventing any act of discrimination, segregation and inequality; thus, giving no room for violence in South African

schools. This is particularly stipulated in the Constitution of South Africa Act number 108 of 1996; the South African School Act number 84 of 1996 which was updated to the government gazette 34620 in 2011; the Occupational Health and Safety Act number 85 of 1993; Child Abuse Act number 74 of 1983 and Child Justice Act of 2009; Sexual Offenses Act number 32 of 2007; Employment of Educators Act number 76 of 1998; Firearms Control Act number 60 of 2000; National Educational Policy Act number 27 of 1996; and, the Drugs and Drugs Trafficking Act number 140 of 1992.

Learners spend most of their time in school away from their parents and families; in such a situation, educators are entrusted with playing the role of parents when learners are on the school premises. Educators assume the position of “in loco parentis” to learners and they are to protect them from any form of violence and harm (Act 84 of 1996). No learner or educator is permitted to take with them illegal drugs or weapons such as guns into school premises. Inspections should be conducted by the principals when required and illegal drugs and weapons confiscated from learners should be submitted to the police for further actions (Act 84 of 1996).

According to the South African Education Policy Act number 27 of 1996, no educator should discipline learners using corporal punishment or abuse learners psychologically, physically or sexually. The prohibition of corporal punishment is further emphasized in the South African School Act number 84 of 1996. According to South African constitution, no one is to be punished or given cruel or inhumane treatment (Act 108 of 1996). When learners commit any serious offenses, they are to be disciplined by being suspended or expelled depending on the seriousness of the offense (Act 84 of 1996).

Section 16 of South African Schools Act entrusts school principals with the responsibility to ensure that learners are not subjected to violence from other learners or educators. Also, the Norms and Standards for Educators (Government Gazette 20844, 2000) and the Employment of Educators Act (76 of 1998) requires educators to act professionally towards learners, they are not to be directed by their feelings so as not to violate learners and other educators and any learner found to have committed any act of violence towards learners such as sexual assault is to be dismissed.

2.8. Summary

School Based Violence affects both learners and educators’ attitude towards teaching and learning since violent activities such as assaults, vandalism and bullying takes away learners and educators’ interests and commitment towards learning and teaching. Also, school-based

violence creates a chaotic school environment which in turn disrupts the process of teaching and learning. Violence is time consuming as learners and educators try to attend to the violent act, depression and lose of concentration, bunking of classes and increase in school dropout rates (Ncontsa & Shumba, 2013:7)

The South African legislative framework has done its best to address the issue of safety in schools but despite their effort there are still incidents of violence in schools all over South Africa. This can be attributed to the fact that ensuring safety in school cannot be done by one body; it requires the cooperation of learners, the family, the school, the community and the government; it is only through such a joint effort that the country can bring an end to school-based violence (Burton & Leoschut 2013). Measures to prevent and reduce school Based Violence in South Africa such as installing metal detectors, employment of school security guards, conducting frequent searches should also be taken seriously in every South African school (Mgijima, 2014).

CHAPTER THREE: THEORETICAL FRAMEWORK

3.1. Introduction

School based violence affects both learners and educators and creates violent adults and this in turn corrupts the community and the country at large. According to Mncube and Harbert (2013) school-based violence leads to a reluctance to attend schools, increased risk of teenage pregnancy, dropping out of school, transmission of HIV/Aids and other sexually transmitted diseases amongst learners, community disintegration, and academic underperformance. Also, school-based violence causes other long-standing effects such as reduced self-esteem, distress, risk of depression and suicide, fear, impaired concentration, reduced school attendance, and a diminished ability to learn (Bender and Losel, 2011; Durlak et al., 2011). There is a need to understand theories explaining occurrences of violence to address the issue of violence in South African schools effectively.

3.2. Arnold Sameroff's Transactional Model of Development

Transactional model of development was developed by an American developmental psychologist Arnold J. Sameroff in 1975 after series of psychopathology studies on children. These psychopathology tests show that there are number of contextual risks that predict children's' later developmental adjustment. In Sameroff's findings, family, peer group, school and community are said to significantly affect infants, adolescents, school-age children, and young adults' social-emotional and academic success (Meisels & Shonkoff, 2000). Transactional model of development proposes that the ongoing interaction between children and the family especially parents or with the peers and the community affects individual' characteristic and thus resulting to modification of behaviour (Cicchetti & Lynch, 1993). This is to say that, the diurnal interaction between children and other individuals have a way of changing children's behaviour. According to this model, children cannot be studied outside the area in which they develop and are located; essentially, their society determines their behaviour. This theoretical assertion about the influence of multivariate factors on the behaviour of children is very important to understanding school violence in South Africa. The theory will provide empirical platforms to examine the role of community, parents, and role models in societies and how this links to breeding and sustaining school violence.

Child development can be categorised into three levels: the micro level which involves the Child's unique biological characteristics (genotype), the mid-level which is the Child's representation of self (phenotype), and the macro level which is the external influence (enviro-type) such as influence from the family, peers, school and the community. The theory

emphasizes that the macro level of a child's development dictates the child's adaptation to his/her environment (Jimerson et al, 2006). According to this model, the child and his/her environment are static entities with a dynamic relationship with each other (Sameroff, 2009). As the child interacts with the environment, he/she changes and adjusts according to environmental stressors. The relationship between the child and the environment constantly changes and thus redefining relationships and modifying the developmental process of the child. Behaviour is learnt, and part of the learning process involves exemplification from a role model. Accordingly, if children are often in spaces (home, neighbourhood, school) of violence and aggression, they are very predisposed to taking up such acts of violence as a response to any situation. Arguably, these children will view violence as the only and the most appropriate measure. Hence, there is a need for proper modelling of children's behaviour from the community.

Transactional model of development further suggests that the manner in which a child's behaviour turns out is not the function of the child alone or the child experience alone. The formation of a child's behaviour is influenced by a combination of both child's traits and the experience the child encounters as he/she grows up. According to the Transactional model of development, the process of socialization will amplify some characteristics on a child and concurrently minimize some characteristics which the child is born with. This is to say that the life experiences of a child have the power to shape the child's behaviour. The family is the most important institution in the socialization of children in the society. Through the family children learn social skills, they adopt values, norms and social customs from their families to make them productive members of the society (Beferani, 2015). As a result, children who are socialized in an environment of domestic violence, broken homes and lack of parental involvement are likely to be perpetrators of school-based violence (Pahad & Graham, 2012; Burton, 2008). Apart from under-parenting, over-parenting is also said to be the cause of violent acts (Pahad & Graham, 2012).

Due to the nature of violence in a lot of South African communities, children get exposed to violence in their social environment from a very young age (Burton & Leoschut 2013; Harber, 2001; & Chabedi, 2003). The role of apartheid in the provenance of a violent society and youth violence in particular cannot be emphasised. During apartheid, violence was used as a tool of resistance against racial segregation. Of late, the social reality of violence in South Africa has become visible in the rise of school-based violence. As a result of the prevalence of violence in their communities, children learn to use weapons such as guns very early and end up carrying

weapons to schools as a way to protect themselves (Ncontsa & Shumba, 2013). Taole (2016) argues that the normalisation of corporal punishment in schools is a reflection of how violence in the form of corporal punishment is normalized in South African community. Violence is socialized into their community and this makes it difficult to end the problem even when learners report to the school management or to their parents.

Ncontsaa and Shumba (2013) opine that children who grow up in disrupted homes turn up to be undisciplined and uncontrollable; these traits are also attributed to the increase of school-based violence in South Africa. Ill-disciplined children become learners who do not respect school rules and school management. Children's relationship with their family is equally viewed as a major factor that determines criminal behaviour among learners. Lack of adequate attention from the family or growing up around an individual who has a violence patterned life might make children see and take up this role as a normalized social behaviour. Apart from the family, the community the child finds himself/herself in can influence the child to engage in violent behaviour. Children who grow up in deteriorated communities are highly exposed to poverty and violent activities as people around try to make ends meet by any means possible. The child is then socialized in the life of violence; violence becomes a normal thing to the child.

This Transactional model of development paints a clear picture as to why learners who are brought up in environments that violence ridden happen to be the ones always perpetuating violence. This is very emphatic as most schools who have suffered from heightened reports of school-based violence in South Africa are those usually located in/close to communities where crime is prevalent. This study will be examining schools' violence from one of the most dangerous townships in South Africa, Umlazi.

3.3. Robert Agnew's General Strain Theory

Many people in society desire and work towards living a good life, power, prestige and good education are also desired because the society places a great value on these things. However, not everyone can achieve this societally defined measure of success through available means because of structural differences in society. Because of this, people who cannot attain these goals are pressurized and frustrated thus causing strain that make people commit crime (Agnew, 1992). Strain theory sees delinquency as a result of socially generated forces that cause anger and frustration due to the failure of people to achieve desired goals through socially acceptable means. In other words, there is the breakdown of social order which leads to unequal

access to means of success (McShane, 2013). Strain theory propose that stability, social order, and integration prevent people from committing crime while mal-integration and disorder makes people commit crime and that crime is more common among people who are deprived of legitimate opportunities.

The General Strain Theory was developed by Robert Agnew using psychological, sociological and mental health research in an attempt to understand why strained people are more likely to commit crime than non-strained people; and people's adaptation to strain. Agnew focused his theory on negative interpersonal relationships (Agnew, 1992:48). These are relationships in which people treat others in the way they do not want to be treated. This creates a situation where people imbues less power to deal with negative stimuli thus causing strain which in turn cause fear, anger and frustration and pushing them to commit crime as one of the way of correcting the situation (McShane, 2013). In addition to negative relationships, learners are likely to engage in crime when they associate with friends who reinforce violent behaviour, model violent behaviour and transmit values of violence (Agnew, 1985). These relationships make an individual want to follow illegitimate channels to achieve their goals or escape from the cause of pain or use illicit drugs to manage the pain.

General Strain Theory focuses on the negative emotion of anger caused by strain and which gives energy to an individual to take action, creating the desire for revenge and reduced concerns for consequences of a violent behaviour (Agnew, 1992:59). Although emotion or anger is central to Agnew's General strain theory, other negative emotions of anxiety and depression are important since different types of negative emotions leads to different forms of violence. For example, the negative emotion of depression may lead to internal criminal acts such as drug abuse while outer-directed negative emotions may cause aggression and involvement in violent acts such as assault and vandalism.

A hungry person who is unable to buy food might resort to stealing in order to address the strain of hunger. Some other people might resort to drug abuse to reduce the negative feelings brought by the strain. Learners who live in lower income communities (communities exposed to poverty) become frustrated and end up engaging into violent acts such as bullying and theft to feel empowered and in control (Power, 2016). Pahad and Graham (2012) in their study of "Educators' Perceptions of Factors Contributing to School Violence in Alexandra", hold the view that school-based violence is highly prevalent in low income communities as opposed to more affluent communities. The high rate of poverty in some communities is a manifestation of people who have not been able to achieve their aspired goal. Consequently, learners from

poor home bully other learners to get money or food; also, learners from poor homes are highly associated with theft in schools

Robert Agnew in his 1992 work named “Foundation for a General Strain Theory of Crime and Delinquency” identifies the three types of strain;

1. ***Strain as the actual or anticipated failure to achieve goals:*** A learner with the goal of academic excellence but with no enough resources like text books and time to study due to difficult life conditions at home will assume that the goal is unachievable. When people fail to achieve aspired goals, it can lead to pressure and frustration that may force people to opt for criminal activities to achieve goals or relay their anger and pain in violent acts such as school-based violence.
2. ***Strain as the actual or anticipated removal of previously valued stimuli and positive achievements:*** When someone’s previous positive achievement is removed, or lost, it may lead to engagement in crime. For example, stressful life events such as loss of parents will produce strain in learners and lead to perpetration of school-based violence. The use of violence here is an attempt to seek revenge, salvage their losses or find replacements against those who seem to be the reason behind their strain.
3. ***Strain as the actual or anticipated presentation of/or exposure to negative stimuli:*** Any cause of negative stimuli such as assault, maltreatment and victimization in an individual can cause anger, pressure and frustration; thus, pushing an individual to commit crime. A study by Mncube and Harbert (2013) show that learners who are victims of school-based violence end up being perpetrators of crime as they grow up.

According to Agnew, not every strained person will turn to criminal activities, there are other factors determining individual’s decision to engage in crime even with the presence of strain. These factors include: the perceived importance of threatened values, personal goals, his/her coping skills, the availability of other coping resources such as problem-solving skills, individual’s available resources such as self-esteem, money, level of social control, and association with delinquent or non-delinquent peers. In addition, there is also access to alternative goals, values, and identities (McShane, 2013). Strains produce only pressure; these conditions assist an individual to adapt to pressure and refrain from criminal activities. Therefore, learners are likely to engage in crime when they have low self-control, they perceive the strain to be unjust, of high in magnitude and create the pressure to engage in violent behaviour.

Warner and Fowler (2003:518) conducted a study to test Agnew's General Strain Theory on sixty-six neighbourhoods in the United States of America. Their study found out that disadvantage and stability have a significant effect on neighbourhood levels of strain which in turn has significant effect on the levels of violence. Also, Learners who are highly exposed to violence end up being depressed, suffer from post-traumatic stress disorder and trauma, terror, withdrawal, rage, disengagement, brutalization and anger which causes negative feelings on victims of violence which can push the learner to perpetrating violent activities (Jeffthas & Artz, 2007). Being a victim of school-based violence brings up negative emotions and this instils the need for revenge. James, Bunch and Clay-Warner (2014) examine the effect of school fairness perceived by learners and their likelihood to participate in school-based violence. The study shows that when learners perceive unfair treatment from educators and unfair school rules they result in violent acts such as bringing weapons in school. However, it was emphasized that social support can prevent learners' engagement in violent behaviour in school.

Children spend most of their time in school and school is to be a place where they can safely meet friends, learn and socialize. The safe environment that school is supposed to be is however succumbing to violence (Van Jaarsveld, 2008). There is an intricate relationship between school and learners' violent behaviour. School does not only act as a source of strain that pushes learners to engage in violence, they can also be a source for coping and mediating strategy with strain which in turn minimize the likelihood to engage in violent behaviours (Lee & Cohen, 2008).

The essence of this theoretical exposition on school-based violence is hinged on the importance placed on the level of strain learners may experience within the school environment. The theory argues that learners who often precipitate school-based violence are the ones who have considered life unfair, unjust and brutal either as a result of emotional breakdown due to the loss of a loved one or feeling of inequality in the socio-economic structure of society. Hence, they express their bitterness through aggression and behaviours that might often be violent and destructive. It is therefore very important for government and educators to see school-based violence as a holistic issue that could be precipitated by adopting intervening factors that are external to the school environment itself and one that requires a holistic response.

3.4. Travis Hirschi's Social Control Theory

Social Control theory was developed in 1969 by Travis Hirschi, an American sociologist who intended to explain the reasons for social conformity. Social control theory was developed in

Hirschi's work titled "Causes of Delinquency". Hirschi's work was influenced by the discovery that people's social bonds encourage conforming behaviour that makes people not to commit crime. According to the social control theory, people engage in crime because their bond to the society has weakened. The constraints on antisocial behaviours are to be strong for people not to engage in criminal activities. Weak social connections and constraints on criminal activities could likely lead an individual to commit crime. Hirschi's social control theory is different from many theories explaining crime. According to the theory, people are naturally bad, and they are born criminals. There are some factors known as social bonds that make people not to commit crime. These social bonds make people immune to the temptations of committing crime. Hirschi identifies the four elements of social bond as: Attachment, Commitment, Involvement and Belief.

Attachment

People's emotional connection and value on their relationships with others in the society determines their decision to engage in crime. These "others" include the family, peers and school. The attachment of children to the family is very important since parents act as role models to their children and their behaviour highly influences the behaviour of their children. As children grow in the family through the process of socialization, they are taught what is good and what is bad, children learn social norms, values and socially acceptable behaviour through their families. Children's ability to perform well in school is associated with respecting educators and other school authorities, thus affecting their decisions to engage in crime. The feeling of loyalty and solidarity from peers makes children sacrifice their need to engage in crime and participating in delinquent behaviours so as to fit in the group (Hirschi, 1969:145).

This means that the emotional ties between individuals and their significant others prevent them from committing crime. People in the society identify themselves to belong to those groups such as the family and the school and in doing so, they seek the approval of the groups they are attached to. People tend to value the opinion of the people they are attached to in everything they do; they avoid doing things that will make them look as bad members of the group. A child with strong attachment with his/her family will stay away from criminal acts so as to be seen as a good child by the family. The more an individual is attached to significant others, the more they are likely to follow the norms and values held by the significant others and this is what makes them value their opinions in what they do thus preventing them from

committing crime. The stronger the attachment the child has to these significant others the lower the likelihood for the child to commit crime.

According to Hirschi, a person's level of attachment is affected by interpersonal conflict and alienation. People who engaged in criminal activities are the ones who are isolated from others and emotionally detached with little love for others. Attachment is the same as conscience or superego (Brownfield, 2008).

Commitment

Person's aspiration and goals inhibit him or her from committing crime. The more an individual invest time and effort in achieving goals such as getting a good job or graduating from school, the less the chances to engage in crime. Conventional aspirations promote conformity and act as barriers on delinquency (Hirschi, 1969:162). Commitment makes people do rational calculations and weigh the cost of deviating, the person will view the benefit and loss of committing crime relating to their goals in life, when they feel like there is nothing to lose they can easily find themselves perpetrating acts of violence. The lower the level of learner commitment in school work the higher the chances that learner will engage in school-based violence. High levels of commitment make learners not to engage in school violence so as not to lose their investment in conventional behaviour (Hirschi, 1969:20). Learners with high level of commitment can be seen through their positive attitude towards school attendance and education in general so as to achieve high status adult work roles. Commitment to some superficial aspects of adult life such as dating, having a car, smoking or drinking, will make learner less committed to education. The desire of pursuing higher levels of education, attaining a high-status job and having well-defined goals reduce the chances to engage in crime and delinquent behaviour such as school-based violence.

Involvement

The more time and effort spent by individuals in participating in legal and conventional activities the less the time and resources they have to commit crime. It is the participation in conventional activities that will lead to socially valued success and status objectives. Involvement is concerned with the amount of time and energy a person spends on productive activities that will enable the realization of their goals. Involvement makes no time for participation in law breaking behaviour (Hirschi, 1969:21). Learners who spend their time well in doing homework or participating in sports have less time to engage in violent acts, they become too busy doing law abiding activities, meeting deadlines and plans and thus lacking

time for criminal activities (Brownfield, 2008). A learner who spends time reading and doing homework is more likely to succeed in school and attain educational goals which is a prerequisite to high-status occupations; such a learner will see violence as a barrier since he or she can be expelled from school or perform poorly in school, the learner will opt to avoid criminal acts not to deviate from his/her goals.

Belief

The element of belief plays an important role in preventing the occurrence of crime, it represents an indication of the extent to which children subscribe to the normative order of society, the common beliefs about what is good and desirable behaviour and what is not or what is right and wrong (Brownfield, 2008). Belief as an element of social bond refers to a state by which an individual is in agreement with the common value system and morals of the society or the group (Hirschi, 1969:26). The degree of approval and consent to certain values and norms of a group or a society determines the involvement in crime among learners. The extent to which learners commit crime is the function of their level of belief. Those who agree with and believe in the social value system will participate in conforming behaviour, while those who do not will be more likely to participate in school-based violence. The more the child believes he/she should obey school rules the less the chances that the child will engage in school-based violence. Even when the person's level of attachment is low, belief can make the person not to commit crime. Children are socialized to believe that stealing is bad, but if the level of belief is low the child is likely to engage in stealing. It is close to impossible for an individual to continue following something they do not believe in.

Studies conducted in Turkey show a relationship between social bonds and delinquent behaviours. Attachment to well behaved friends creates a decrease in delinquent behaviours while attachment to delinquent friends increases them (Delikara, 2002), Direct and indirect family control also has an influence on delinquent behaviours among learners (Kaner, 2002). It is supposed that an attachment to parents reduces the likelihood to engage in delinquent behaviours while lack of attachment to parents increases the likelihood to engage in delinquent behaviours (Yilmaz, 2002).

Hirschi's four elements of social bond cannot function in isolation; they depend on each other to prevent the occurrence of criminal activities. When an individual has high level of commitment they will also have high level of involvement in legal activities which in turn precludes criminal activities. Also, the level of attachment to significant others is related to the

level of belief on common values and norms. In most cases, a high level of one element can make up for a low level of the other. For instance, a learner with low level of attachment but high level of commitment is less likely to engage in crime or a learner with low academic performance, but high level of attachment is less likely to engage in crime. The more the person is attached to other members of society, the more they believe in the values of their society, and the more they invest in conventional activities, the less likely they are to break the law and commit crime (Chriss, 2007).

Researchers have shown that there is an association between the level of attachment between parents and children and their involvement in crime such as bullying and school-based violence in general (Stevens et al., 2002; and Perren and Hornung 2005). This is seen through parental supervision and involvement with their child. According to Hagan and McCarthy (1997), parents who pay more attention to their children, supervise them closely and expect them to succeed, help their children not to engage in crime within and outside the family. Schools serve as and create social bonds which can restrain learners from engaging in school-based violence, but at the same time, these bonds can increase pressure on learners to engage in school-based violence. The desire to achieve academic excellence can make a learner cheat in exam or steal exam materials or even engage in sexual activities with the educators so as to get good grades.

According to the research conducted by Stewart (2003) and Payne (2008), learners with weak attachment to school, no academic goals, not involved in school activities tend to be more associated in increased misbehaviour and school-based violence. Learners who are well integrated and with stronger social bonds are more likely to concentrate on their studies; they are also able to follow and obey school rules (Welsh et al., 1999). Increased school attachment, commitment, involvement and belief inhibit the occurrence of unacceptable school behaviour and school-based violence (Payne, 2008).

The study by Özbay and Özcan (2006:720) show that family supervision, conventionality of peers, attachment to educators have influence on delinquency. According to the study, learners with greater attachment to their educators, higher degree of conventional friends, greater parental indirect control, commitment to school and engages more in schoolwork and other school activities believes more in the norms of society and have lower chances of engaging in school-based violence.

3.5. Summary

The state of South African school is discouraging because of the prevalence of school-based violence. School based violence affect teaching in schools since it makes educators not to be able to teach learners effectively because learners are uncontrollable, unmanageable and ill-disciplined thus disrupting teaching and learning environment. Educators become unmotivated to teach and their morale becomes very low after meeting empty classes because learners leave school earlier than stipulated time. Also, violence in school makes it difficult to complete curriculum because most of the time is taken in paying attention to violence than in teaching. Vandalism has resulted to lack of teaching materials such as textbooks and other materials, thus making teaching very difficult for educators. Educators also become victims of violence, they fear for their own lives which make them go to class unprepared and they feel helpless (Ncontsa and Shumba, 2013:10). The effects of school-based violence and many more brings the need for understanding why learners engage in violent acts so as to be able to prevent and stop school-based violence.

According to Jimerson, Nickerson, Mayer and Furlong (2012), there is no single profile of learners engaging in violent activities; therefore, no single theoretical framework can adequately explain learners' engagement in violent activities since learner's perpetration of violence is as a result of many risk factors. Preventing violent acts among learners requires solving learners' challenges at home, with peers and at school. There is a need to identify and intervene in learners' violent behaviour earlier to prescribe appropriate help.

Arnold Sameroff's transactional model of development, Travis Hirschi's Social Control Theory and Robert Agnew's General Strain Theory have given a composite explanation of school-based violence as adopted in this study. Sameroff's Transactional Model of development and Agnew's General Strain Theory explain the reasons learners engage in violent activities while Hirschi's Social Control theory explains why learners do not engage in violent activities despite having the reasons to do so. School based violence has crippled the South African education system due to the prevalence of crime in schools despite several efforts made by the communities, non-government organizations and the governmental to stop and prevent violence in South African schools.

The theoretical frameworks discussed all provide useful insights in the fight against school-based violence; they inform educators and other stakeholders and enable the better understanding, intervention and prevention of learners' delinquent behaviours and thus

tackling the issue of school-based violence in South Africa. By understanding why learners commit violent acts through these theories, it will be possible to understand and help learners facing violence influencing experiences and even know how to prevent the occurrence of school violence.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1. Introduction

In every research, data is the most essential component of the research process. Through data the researcher is able to investigate the topic of research and generate meaningful findings thereafter. Data helps the researcher understand how people in a society produce knowledge, the meanings they attach to certain events and phenomena and their perception of reality. The researcher gathers data through rigorous processes by using different methods and tools. Through these methods and procedures for gathering data, the central problem of the research is addressed. These tools used for gathering data are an integral and important part of the methodology of any research work (Bagele 2012). This chapter will present research design adopted in this study and all other methodological incorporations that was adopted in the course of the research.

Research design and methodology is highly determined by the objectives of the study and the research questions. The main objective of the study is to explore educators' experiences of school-based violence in Ogwini, Ndukwenhle and Swelihle High Schools, Umlazi Durban, South Africa. In this regard, the study aims to achieve the following specific objectives:

- To describe the severity of school-based violence in South African schools.
- To identify the types of school-based violence experienced by educators in three South African schools.
- To explore factors that increases educator's predisposition to school-based violence.
- To identify how educators become victimised by learners.

Therefore, in order to achieve the above objectives, the following key research questions were relevant for this study and served as guidelines to the researcher. The questions that formed the basis for data collection are as follows:

- What is the extent of school-based violence in three Peri-Urban schools in Umlazi, South Africa?
- What are the types of school-based violence experienced by educators in three South African schools?
- What are the ways in which educators become susceptible to school-based violence?
- How do educators become victims of school-based violence?

4.2. Research Design

Research design is an important part of any research. It gives the researcher direction in the process of collecting and analysing data in order to come up with answers to research questions (Crotty, 1998). Due to the nature of this study, instrumental case study design and qualitative research approach was adopted.

According to Eisenhardt and Santos (2002), case study as a research strategy is an approach to inquiry which focuses on understanding the dynamics present within single settings. This strategy was selected after carefully considering the purpose and outcomes of this study. This type of research design provided the opportunity for answering the research questions in an explorative and more descriptive manner (Mouton, 2001). This is in line with the goal of qualitative research of not generalizing findings, but carefully understanding the various aspects of studied social problem for conformability, transferability to other settings and as a dependable source of knowledge (Barnes, et al., 2005).

According to Yin (2013), a case study involves a systematic gathering of sufficient information to permit the researcher to effectively understand how a person's social setting, event or group operates or functions and seeks to understand and interpret that 'world' in terms of its actors. The aim is to understand the case in depth and in its natural setting, recognizing its complexity and its context. It also has a holistic focus, with the aim to preserve and understand the wholeness and unity of the case (Flyvbjerg, 2006). Flyvbjerg (2006) further sketches the advantages of a case study as having clear boundaries and having a clear focus in a naturalistic setting.

Patton (2002) describes qualitative research approach as a naturalistic approach in understanding a social phenomenon in real world settings, where the researcher cannot manipulate the variables of interest. Similarly, Strauss and Corbin (1990) define qualitative research as any form of research in which the findings are not obtained through statistical procedures, rather findings are gathered from real-world settings. Thus, qualitative research allows for the exploration of meanings attached to social problems (Creswell, 2014).

Therefore, a qualitative design allowed the researcher to explore educators' perceptions of school violence and bring on board new trends of discussion and probable recommendable measures to address the escalating menace. Precisely, a qualitative approach was appropriate for this study because unlike the examination of school violence from the learners' point of view where there has been a lot of research conducted. Unmasking the dynamics of school

violence from the educators' perspective is still a grey area, so for broadening social discussion on educators' perception of school violence, this approach was the most appropriate to explore different trends and dynamics of the social problem

4.3. Study Location

The study area refers to the geographical location where the research will be conducted, that is, the primary place of data collection (Brink, et al, 2006). This study was conducted in the fourth largest township (Umlazi) in South-Africa. The town is located on the East Coast of KwaZulu-Natal, South Africa (Mkhize, 2011). According to the 2011 population census, with an area of 47.46 square kilometres, Umlazi Township has an estimated population of 404811 people with female population (50.50%) slightly exceeding male population (49.50%) (Mkhize, 2011). The township is divided into 26 sections, A through to Z, but with an addition of AA, BB and CC and an exception of I, O and X. Umlazi is highly populated by Black Africans (99.44%) but other races like Indians, Asians and whites are found in the area (Mkhize, 2011).

The present site of Umlazi was occupied by American missionaries in 1836, but it became an Anglican mission reserve in 1856. Umlazi was officially opened to black residents in 1965 (most of whom formerly resided in Durban) and acquired town status in 1973. In the early 21st century Umlazi became part of the eThekweni Municipal Area. Local industries in Umlazi produce beverages, wearing apparel, leather goods, sawn wood and wood products, paper, rubber goods, and plastic products. Umlazi Township is characterized with poverty, unemployment, history of apartheid's volatile years and a range of social ills (Mkhize, 2011). Crawage (2005:45), contends that school-based violence in South Africa is connected to dominant community and social activities, opining further that, "gangs in schools should be seen as a community problem in South Africa since schools are part of the community hence they reflect the problems of the community." Crawage (2005) is of the opinion that violence within school spaces are a reflection of societal base racial and economic structure.

4.4. Study Population

Ritchie, Lewis & Nicholls, (2013), describe study population as elements, subjects or observations relating to a phenomenon of interest to the research. It means the totality of participants from which samples were drawn (Ritchie, et al. 2013). Getting the right participants to participate in research is not always a simple task. The researcher must be able to generalize, or not to generalize the findings in his or her research, to achieve this it is required

that research participants are selected in a certain way, taking into consideration issues of validity and reliability, resources available and the amount of time that a researcher has.

The population for this study were educators in secondary schools located in Umlazi, Durban, South Africa. Fifteen (15) educators were selected equally from Ogwini, Ndukwenhle and Swelihle High Schools respectively to participate in the study. These schools were selected because of the prevalence of school-based violence and provision of access to the researcher. The size of the participants was influenced by data saturation in the process of research- this is a point where there were repetitions on the information given by participants and the researcher had nothing new to learn about school-based violence from the participants within their context.

Ndukwenhle High School is a public secondary school located in Ndukwenhle Street, Umlazi section R, Umlazi¹, and Ogwini Comprehensive Technical High School is located in Umlazi section P. In 2014, Ogwini Comprehensive Technical School was documented to have 3149 registered learners². It is well known for its good examinations performances. Swelihle High School is located in Umlazi Section C and had 835 registered learners in 2014³.

4.5. Sampling Technique

It is time consuming, financial constraining and almost impossible to collect the data needed in the study from the entire population, hence, this brings about the need for selecting a sample to be used in the study (Guest, Namey, and Mitchell, 2012). Barreiro and Albandoz (2001) describe a study sample as a part of the population with required characteristics to provide information to be used in the study.

According to Folkestad (2008), a study sample with high level of homogeneity allow for free flow of ideas and provide opportunity to research differences in perspectives within the same group. This study was comprised of a homogenous sample based on the following criteria:

1. Secondary school educator.
2. Working in a secondary school located in Umlazi, Durban, South Africa.

¹ South Africa. 2017. Ndukwenhle High School in Umlazi R, Umlazi, KwaZulu-Natal. <https://pathfinda.com/en/umlazi/umlazi-r/shops-services/ndukwenhle-high-school>

² South Africa. 2017. Ogwini Comprehensive Technical High School, in Umlazi P, Umlazi, KwaZulu-Natal. Accessed: <https://pathfinda.com/en/umlazi/umlazi-p/shops-services/ogwini-comprehensive-technical-high-school>

³ South Africa. 2017. Swelihle Secondary School in Umlazi C, Umlazi, KwaZulu-Natal. <https://pathfinda.com/en/umlazi/umlazi-c/shops-services/swelihle-secondary-school>

3. Have been working as an educator for not less than a year.
4. Participants must have at some stage witnessed or experienced School Based Violence.
5. A mix of male and female participants.

A non-probability sampling technique was adopted for this study as participants were randomly chosen. The non-probability sampling method is a method in which some elements of the population do not have equal chance of being selected as a sample (Creswell, 2013). Durrheim and Painter (2006) define non-probability sampling as a sampling method where the selection of elements is not statistically randomized.

The snowball sampling method was used to get participants for the study. In snowballing the researcher is able to collect information from a few participants of the target population. The located participants put the researcher in contact with other members of the population until the researcher reach data saturation stage (Strydom and Delport, 2005:330). Due to the nature of the teaching profession, definite samples were not accessible because of classroom activities and other school engagement and therefore only available educators were approached and interviewed. 15 educators from three high schools in Umlazi, Durban South-Africa (Ndukwenhle High School; Ogwini High School and Swelihle High School) were selected to participate in the study. The researcher interviewed educators that were available and accessible to the researcher at the scheduled periods of visit to the location of the study.

4.6. Methods of Data Collection

To get reliable information for the study one has to take into consideration the nature of the research problem so as to select appropriate methods of data collection (Kothari, 2004). In this study, in-depth interview was used as methods of data collection. The main aim for using interviews as method of data collection is to get access to relevant events and actions for the study and not to compare units or cases (Folkestad, 2008; Birks, Chapman and Francis 2007).

In-depth Interview method of data collection is most suitable for collecting qualitative data. It emerges as a ceremony where symbolism and rituals come to play with the researcher giving voice to the participants and getting connected to them in the knowledge creation process. This means the researcher and the participant are in a ceremonial state where both individual and collective values, beliefs and cultural protocols are important and must be respected in a relational way by the researcher throughout the interview process (Bagele, 2012). Berg (2004) defines interviewing as a conversation with the aim to gather information. By using in-depth interview method of data collection, the researcher understands the world he/she is

investigating from the participant's point of view with the aim of unfolding the meaning of people's experiences and to uncover their lived world before the beginning of the investigation. In-depth interview method of data collection is the most widely used data collection tool in qualitative research. It is a form of communication between a researcher and a research participant, in a setting where both the researcher and participants engage in face-to-face conversation with the aim of creating knowledge together. According to Punch and Oancea (2014), through an in-depth interview process, the researcher accesses people's definitions of situations, perceptions of reality and meanings. The interview consists of open ended questions which gave participants the freedom to explain their ideas relating to the purpose of the study (Gibbs, 2008). According to Siedman (2013), the researcher plays a great role of directing participants during the interview so as to prevent them from going off the topic.

A face-to-face in-depth Interview (IDI) was conducted with the aid of a semi-structured interview schedule with the interview guide that contained open-ended questions to elicit response from participants. The interview was tailored towards exploring the view of educators about school-based violence. The adoption of a semi- structured instrument was not to limit the extent of questions to ask; peradventure there was a need to gain more insight in specific occasions. The researcher met with educators in their respective schools and the place where the interviews were conducted was determined by the educators. For some the interviews were conducted in their offices, some in the playground and on the school corridors as the educator were going on with their day to day activities. Participants had time to share their narratives, stories, knowledge and personal experiences with the researcher as the interview questions went through. The shortest interview lasted for 45 minutes and the longest lasted 60 minutes. However, the interviews were recorded on an audio tape after seeking the consents of participants for this purpose to enable the researcher to have a full grasp and reference into the content of the interview. In order to ensure the validity and reliability of the data obtained through the interviews, the interviews were transcribed and read out to participants during the second interview, for confirmation of what has been said.

Field notes were also made in the process of collecting data. The field notes made by the researcher were largely information based on personal observations made by the researcher throughout the process of data collection and notes taken during the interview sessions. Things such as: the participants' names, dates, interview settings, keys points, non-verbal expressions produced by the participants, interview rescheduling, knowledge shared especially for participants who refused their interview to be audio taped. The researcher also documented

follow-up questions in subsequent interviews with either the same participant or with other participants as a way of cross checking the information provided.

The questions of validity and reliability are highly debated in qualitative studies unlike quantitative studies where statistics are measured as basis for reproof or acknowledgment. However, in congruence with Barnes, et al. (2000), it is important that qualitative research carefully understand the various aspects of the studied social problem for conformability, transferability to other settings and as a dependable source of knowledge. Creswell and Miller (2000) opine that validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the reader of an account. Cross checking the accuracy mentioned above are the extent to which the study is trustworthy, authentic and credible (Creswell & Miller, 2000). This study however used member checking to re-authenticate and revalidate if the response gotten from participants are what the transcripts contains.

4.7. Method of Data Analysis

In research, the data collected in the field should be organized and managed for it to make meaningful contributions. In qualitative research, data management involves the process of organizing data to obtain interpretations, meanings and descriptions from the data. According to Ritchie and Spencer (2002), data analysis process in research refers to the process of turning data into information to develop concepts, theories, explanations and understanding. It an important process of organising, categorising and meaningfully interpreting information obtained from interviews, field notes or documentary survey. In analysing qualitative data, the researcher is being careful not to drown in the stream of data because of a huge amount of written and spoken data present in a qualitative study (Miles & Huberman, 1994; Degu & Yigzaw, 2006; Creswell and Creswell, 2017).

Lacey and Luff (2007) have identified grounded theory and framework analysis as the major approaches used in analysing qualitative data, these approaches involve transcription and familiarization of data and then coding and identification of common themes. Other approaches used in analysing qualitative data include: coding; abstracting and comparing; developing categories and themes; and creating concept maps (Punch and Oancea, 2014). Qualitative data analysis does not stop at managing and organizing data; the researcher has to work with the data to enhance its validity, credibility and reliability of the findings thereafter (Sekaran and Bougie, 2016). This can be done by member checks, peer debriefing, doing negative case

analysis, triangulation and being reflexive (Bagele, 2012). Despite the many ways of analysing qualitative data, any analysis technique adopted by the researcher has to be anchored to the conceptual framework and tied up to the research objectives and questions of the study (Creswell and Creswell 2017; Folkestad, 2008; and Miles and Huberman, 1994).

Although there are no hard and fast rules on how to begin the data analysis process; Creswell (2009) suggests that three phases of qualitative data analysis namely data reduction, data display and conclusion drawing should be used by the researcher. By data reduction, Creswell means the process of organising and reducing a large volume of data by summarising, simplifying and covering the data from interview transcripts. This stage involves data coding and categorisation of data according to different themes of research. Data displays on the other hand involve matching the reduced data and organising it into a reasonable and understandable format in order to allow the researcher to make inference and suggestions concerning a particular issue (Degu and Yigzaw, 2006). The final step, which is also known as the interpretation stage involves giving details and making sense of the analysed data in the study (Creswell, 2009).

Thematic data analysis was adopted for data analysis and interpretation. This is a process that entails that audio-taped responses be presented as transcripts and these transcripts will be categorized into different themes for easy analysis by identifying recurrent patterns. Accordingly, to manage the data gathered from the field effectively, the recorded interviews were transcribed and read to participants during the subsequent meetings in order to validate the information received. This helped the researcher to ask follow-up questions and cross check key emerging issues and concepts with other participants. This was done to ensure the credibility of the collected data through member checks as noted by Bagele (2012).

The transcribed interview scripts together with the field notes were then subjected to thematic analysis and manually coded. The researcher ensured that there are always cross comparisons with other participants' scripts to identify common and different ideas. Narratives and stories shared were also noted and used in the study; some of which are already in use in this chapter. Other participants' responses which contradicted certain general notions (negative cases) were noted. After the researcher was familiar with the transcripts by reading through them several times, ideas were categorized in themes. Common themes were placed together and interpreted according to study objectives and major concepts, themes and topics were identified from the coded data and documented.

4.8. Ethical Consideration

Every research must adhere to underlined ethical considerations to have reliable data to be used in the study (Silverman, 2013). Ethical considerations in research are defined as guidelines that provide standards as to how the researcher should evaluate her/his own conduct (Strydom, 2005). According to Punch and Oancea (2014:36), research ethics refers to the good, right or virtuous conduct that comes to play during the research process. Every social researcher must adhere to research ethics which includes institutional ethical rules and individual and collective rights such as community and cultural protocols.

A researcher is to be guided by relational accountability during data collection process and through every stage of research. The researcher is expected to act appropriately and responsibly towards others especially participants, in a way that ensures a state of harmony between the self, the other, the community, and the environment (Bagele, 2012). Research ethics are not to be taken as prescriptive codes of procedures, which when followed makes research practices automatically ethical (Holloway, 2005). Research ethics requires the researcher to interact with participants and their communities in a way that the research process does not cause any harm.

Prior commencing data collection process, ethical clearance was sought and obtained from the Ethics committee of the University of KwaZulu-Natal (UKZN). The permission to conduct the study was granted by Durban province Department of Education and the management of Ogwini, Ndukwenhle and Swelihle High Schools permitted the data collection process in their schools.

The researcher has the responsibility to ensure that participants in research are not harmed in any way, which includes emotionally and physically (Dickson-Swift et al., 2009). During the data collection process, the researcher made participants feel as comfortable as possible. Before the beginning of any interview the researcher explained to the participants that the information they are about to provide will be used for research purposes only and anonymity and confidentiality will be strictly maintained. To ensure this was possible, sensitive information of participants such as their name will not be included in writing the report of this research, pseudonyms will be used for this purpose, and this made participants feel safe to share their experiences on school-based violence.

According to Strydom (2005) informed consent is one of the most important aspects of research ethics. Participants are to be given adequate information on the goal and procedures of the

research including the advantages and disadvantages that participants may encounter during the research process (Strydom, 2005).

Before the commencement of this study, participants were informed about the nature and purpose of the research and ensured the protection of their identity. Similarly, participants were encouraged that their participation was not under any compulsion as they can freely withdraw from the study even if it is ongoing. Thereafter, the researcher provided participants with a letter of informed consent to explain the purpose and process of the research which they voluntarily signed. Also, the researcher gained consent from participants to audio record the interviews.

4.9. Limitation of the Study

The researcher encountered some successes during data collection process. During the process, 15 successful in-depth interviews were conducted, and well detailed field notes were produced. Trust was built between the researcher and the participants through the shared experiences, knowledge, and stories. However, things were never completely smooth without rough edges. Some of the limitations of the research included:

- The process of transcribing the recorded interviews was never an easy task because of the semi-structured and open-ended nature of the interview questions which gave participants the opportunity to freely share their experiences and stories thus leading to the production of large volumes of information.
- Not all the educators were available at the scheduled times even though the researcher frequently kept in touch with the schools when it came to communicating about the time-frame of the interviews. Unforeseen circumstances like long staff meetings made the interviewing process time-consuming and the challenge was overcoming as all the 15 interviews were completed.
- Off the record conversations that were had, which had the content of interesting points due to the nature of when the conversation was had an example would be walking down the corridor and the educator who talks about an incident he/she encountered with a learner passing by. That circumstance was not captured on the tape recorder, as it was a reaction spoken about off record.

- The researcher also interviewed more female educators than male educators, which made the gender scale an uneven ratio, but the main aim was met and that was to interview educators who have experienced incidents of violence amongst learners.
- The study had a sample that was not big enough as it was a 15-sample size, when you consider the big population in South Africa. Therefore, the researcher is well aware that the results of the study cannot be generalised to larger school population, but it is fit for the study.

4.10. Summary

This chapter explained an appropriate research design and methodology used to investigate educators' experience of School Based Violence in Umlazi, Durban, South Africa. The methodology enabled the researcher to examine the topic under study by using the research objectives and research questions. The study adopted a case study research design and qualitative approach in the collection of data and collating responses from the field. The study was conducted in Ogwini, Ndukwenhle and Swelihle High Schools all located in Umlazi in South-Africa where non-probability sampling technique was used to select fifteen (15) educators to participate in the study. Face-to-face in-depth Interviews were used to collect and audio-tape information relating to the purpose of the study from the participants who were found in their place of work. Field observations and interviews provide richer data and can explore causal effects more closely. The data was organized and interpreted using Thematic Data Analysis method, where audio-taped responses were presented as transcripts and then categorized into different themes for easy analysis by identifying recurrent patterns. The researcher encountered some limitations in the process of conducting this study but that did not limit the validity of the study.

Finally, it is important to take note that most of participants in the study preferred anonymity. Therefore, for reasons of confidentiality quotes presented in the next chapter will not disclose specific names of individuals or their authorities.

CHAPTER FIVE: DATA ANALYSIS AND PRESENTATION

5.1. Introduction

Qualitative research entails a process of thorough and rigorous journey through the diverse opinions recorded from participants during the field work. Though the process might be cumbersome but detailed attention to the recurring views of participants enables the researcher develop meaning themes capturing the essence of the research. The segment presents relevant themes that are valuable in unpacking and describing educators' experience of school-based violence in peri-urban High Schools, Umlazi, South Africa.

The information discussed in this chapter are from 15 in-depth interviews from three high schools (Ogwini High School, Ndukwenhle High School and Swelihle High School) and was analysed using Thematic Context Analysis. The study aim was to explore the experience of educators on school-based violence in peri-urban high schools, Umlazi.

To critically understand the experience of educators on school-based violence, the following questions were key drivers of the research process:

1. How will you describe the prevalence of school-based violence in South African schools?
2. Are educators affected by school-based violence? If yes, How?
3. Are there instances where educators have been victims of school-based violence and how?
4. How does school violence affect the effective functioning of schools?
5. How do educators address school violence?

The above listed questions were further expanded upon and sub questions were developed to facilitate productive communication geared at answering research questions in the process of data collection. The findings of this study are discussed under the following thematic headings:

- Participants demographic Information
- Severity of school-based violence in South African schools
- Common types school-based violence experienced by educators in South African schools
- Causes of educator's victimization by learners.

- Effect of school-based violence on educators.
- Strategies used by educators in curbing school-based violence in South African Schools

5.2. Participants Demographic Information

The following table provides the participants profile and a brief description of the 15 educators interviewed for this study. The table shows the demographical information of the selected participants in terms of their pseudo names, their sex, age, duration of working as educator and their schools.

Table 1: Showing Demographics of Educators

S/N	Name (Pseudo)	Gender	Age	School	Service Years
1	Oria	F	30	Ogwini High School	16
2	Zibisiwe	F	56	Ogwini High School	30
3	Mzwandile	M	53	Ogwini High School	32
4	Thulile	F	40	Ogwini High School	17
5	Darkie	F	39	Ndukwenhle High School	14
6	Mavuso	M	58	Ogwini High School	33
7	Nombuso	F	43	Ndukwenhle High School	20
8	Dlaba	M	61	Swelihle High School	34
9	F.D Khumalo	M	60	Ndukwenhle High School	33
10	Mwandla	M	50	Ndukwenhle High School	31
11	Chezi	M	35	Ndukwenhle High School	11
12	Wolo	M	-	Swelihle High School	12
13	Mr. S	M	58	Swelihle High School	33
14	Wanazi	F	58	Swelihle High School	17

15	Cindy	F	58	Swelihle High School	33
----	-------	---	----	----------------------	----

Source: Researchers' Compilation, 2018

5.3. Severity of School Based Violence in South African schools

For many years the issue of school violence has been a matter of concern in South African school thus getting the attention of learners, educators, parents, non-governmental organizations and the government at large. Some scholars have attempted to understand the nature of violence in South African schools (Burton and Leoschut, 2013; Alain, 2000; Prinsloo, 2008; and, Ncontsa and Shumba, 2013) but yet very little have been researched about educator's experiences of these incidences. Despite the various efforts put in place to curb the spate of school-based violence, the menace still remains an occasional occurrence in some high schools in South Africa. Most of the educators interviewed in this study are while physical destruction of school properties might have decreased in the phenomenon of school violence, acts such as bullying and fights are still very prevalent and recurrent. This educator is of the opinion that:

"Most of the times learners are bullying each other, they are fighting with each other, they don't do their homework's they fight with educators, a lot is not good these days. (Participant Wanazi)"

To further reiterate the fact that school violence is still normal and a daily experience within community schools in South Africa, another educator mentioned that:

"You get such cases of violence, and recently as well some dropout from this school last week robbed the whole commuter bus. They entered the bus and shot the driver then raided the whole bus demanding cell phones and wallets (two of the thugs were dropouts from this school). We do not feel like we have failed but obviously that would amount to that. As I had said earlier that you do not get parental partnership involvement. Sometimes when you ask the parents they do not come to school to discuss the behaviour of such learners. Or alternatively as I had said they do not have parents but guardians/grandparents who are sickly and cannot come in. So, we can attribute our "failure" to the parents not participating in the activities as well as the code of conduct (the enforcement of) (Participants Dlaba)."

The phenomenon of school violence is becoming more complex with due to the dysfunctional nature of some families. Some learners have strained relationships with their parents or guardians and some do not have a parental figure. Another educator mentioned that, it is not just that school violence is prevalent but the measures to curb or punish these offenders are no longer allowed, hence, indiscipline has skye rocketed. The educator narrated thus:

"Well, we are dealing with a lot of misconduct among this young people and it's even worse now because we cannot punish learners, we cannot use corporal punishment anymore so now the most serious problem is that, I think the educators are ill equipped as far as other methods of disciplining kids are concerned but we are trying because this school is not like other schools in terms of ill-discipline we do have some kids who are involved in criminal activities outside the school and it transfers into the school automatically because some of them you find that they have got friends who have been affected outside and then they end up wanting to fight within school premises. We are trying to control that but the problem that we have is with the ex-learners some of whom left this school prematurely because maybe of whatever they did that was wrong and maybe they were expelled or they just decided to leave school so they attack our kids so that's the challenge we have been having (Participant Mr. S)"

The narratives from these educators show that the problem of School violence is still an issue in South Africa. The safety of both learners and educators is not well guaranteed due to these acts of violence. Educators who are supposed to guide and protect these learners find themselves to be victims of these acts of violence. This educator is of the opinion that the problem of school violence is embedded in other social behavioural vices such as drinking, smoking and other forms of community deviance:

"When you entered my office over there you could see the chairs lining the wall. It will be parents coming in for the cases of their children almost every day: misbehaviour cases such as bullying children in front of the educators (actually to even bullying the educators themselves, undermining and insulting educators). After break when they have taken the intoxicants they become unruly they cannot even sit down, they run around the school and just bunk classes. They leave early and go out to the taverns to drink and sometimes they

come to school drunk in the morning. You will find an educator is pushed by a learner which is smelling of dagga (Participant Mavuso)."

Even with the occurrence of incidences of violence in South African schools, some educators emphasized the fact that the situation is not the same as previously experienced. Some educators opine that, there has been significant decrease in the spate of violent acts in South African schools compared to previous years. Participant Mavuso gave a quick overview of what school violence was when he began his career as an educator in 1985:

"As I told you I started teaching in 1985, I was the first victim of school destruction through mob violence that destroyed the school in 1986. They burned everything including my classroom and cottage; I was only remaining with what I was wearing. I lost everything when the mob came to destroy the school. That was the worst form of violence I suffered but coming to violence in schools I have seen a lot. I became a principal in 1988 on the 11th of August, when I was deputy that was 2003. I have a knife in my cabinet where a boy attempted to stab me to death because he was a dagga smoker. I confiscated that knife and I have still kept it here. I released a gun of which had 12 bullets of which I had confiscated from one of the boys (he was using it for car hijacking). That boy was expelled, and I kept the gun, several groups came looking for that gun and I refused (that is the instance number 2). Number three, this question of the use of cell phones in school, three years ago one boy was stabbed to death over fighting over a cell phone (we buried the boy) (Participant Mavuso)."

Other educators shared a similar opinion that the level of school-based violence has reduced post-apartheid in South Africa:

"It is not very often, like I can differentiate between misconduct and violence. Violence not much but misconduct differs anyway. Like there is being rude towards the educators, there is bullying you know? We do not go by without hearing about those. When it comes to violence not much, we are very fortunate (Participant Thulile)."

Another participant is of the opinion that with the fewer the number of old learners⁴ in South African high schools, the lower the level of violence experienced:

“uhmm not much because we do not have old learners. We have young learners and they behave. Our school is very strict even although we do not hit them they do behave. Sometimes with old learners it is different, usually they use drugs and they misbehave in some sort of different ways and you cannot control them. So that is why I am saying that our learners are not old so we are able to control them (Participant Nombuso).”

Meanwhile, another educator believed as various management skills (school and classroom) continues to improve over the years, school violence is being dealt with appropriately:

“We used to have such negative experiences, but it was due to the way the school was managed at that particular time. We have improved on our management skills especially effective classroom management. That was where we could curb late coming, curbing; unnecessary absenteeism and we needed to ensure that there was no bullying. So, we achieved that by being always consistently at the classroom (because violence used to occur when the educator was not there). Well such experiences are very rare (violence against the educator) and they emanate from environmental conditions. The father would abuse the mother and other family members. So, any learner with such an attitude that is derived from home (Participant F.D Khumalo).”

In summary, acts of school-based violence are still present in South African schools. The discussions presented above unpacks various phases of the phenomenon by revealing that while the physical destruction of school properties might have reduced, bullying and harassment of both learners and educators have become persistent. It is also noted that as the school and classroom management skills continue to increase, school violence will be abated. In the same light, the reduction of the number of old learners in a high school who must have been exposed to different vices within their communities will reduce the prevalence of high school violence.

5.4 How School Violence Affect Educators

Due to the nature of violence in South Africa, schools in the country have become the arena of violent activities (Mamphosa and Shumba, 2010). The safety of schools is threatened by these

⁴ This refers to learners who are elderly and above the average age of the class in which they find themselves.

acts. Literature shows that most schools in South Africa experience violent acts such as bullying, vandalism, gangsterism, sexual harassment, discrimination, assaults, fights and drug abuse (Maphosa and Shumba, 2010; Mncube and Herber, 2011; Miller and Kraus, 2008; Taole, 2016).

Finding from this study reveals that the rate of school violence has reduced in South African schools' post-apartheid due to various factors unpacked above. However, there are still acts of violence prevalent in schools that are threatening to learners and educators. Some of the categories of violent acts recorded by this study prevalent in South African schools are discussed below.

5.4.1. Vandalism and Theft

Three of the interviewed educators reported to have experienced incidences of vandalism and theft within the school premises. Learners will act individually or in groups and destroy school properties and sometimes steal from their fellow learners and educators. One must be very vigilant to safe guard property and self. For example, an educator from Ndukwenhle High School revealed that:

In some other instances you are robbed within the school premises, robbed of your belongings by learners belongs like cell phones can be taken right in front of your eyes. There is nothing you could do but you had to ensure that you as a person are safe (Participant Mwandla).

According to Mr. S of Swelihle High School, most acts of vandalism and theft take place when school is out of session. The time when learners have gone back home.

As I indicated before there is not much violence it's just that they are stealing from the school when we are not here they vandalise the school. As I have said I have been working here for 33 years and I am pastoring a church around so most of the criminals cannot just come during the day to even attack the educators because I am well known around here (Participant Mr. S).

Schools are losing out on daily basis as a result of burglars who break in and steal properties. It is also quite prevalent that belongings of learners and educators are stolen. These incidences are very appalling and not appealing for an educational system.

5.4.2. Gangsterism

Gangsterism is a bane within most high schools in South Africa as gang activities have degenerated into violent clashes and organized criminality in some instances (Mncube, 2014). Gangs have been the cause of many other violent acts such as fighting and drug abuse. They are feared by both learners and educators. An educator from Ogwini High school revealed that:

Of late this thing has culminated into gangsterism. At this school I discovered two weeks back that there are eleven gangs. You go back to your study and find out exactly when a person decides to join a group when a person wants to be protected. Therefore, it means learners are unsecured in within their schools because they are bullied and are supposed to pay money to the bosses on a daily basis. Every break time you must pay, everyday items are stolen from class and they are sold. Schoolbags are taken away and they are sold, when somebody discovers a thief and then tries to reclaim the bag, the person will be bullied and fought and sometimes be stabbed (Participant Mavuso).

Gang activities have long lasting physical and psychological impact on educators and learners. Some educators due to fear for their lives have resigned their appointment and some learners drop out of school from the fear of being hurt by gang members in the school environment.

5.4.3. Drug abuse, gambling, Alcoholism and Smoking

Use of hard drugs, gambling, alcoholism and smoking are evident gang activities in South African high schools where school violence is prevalent. These forms of behavioural anomaly among learners breed a tense environment that accommodates violence. Most of the educators interviewed identified the use of dagga and smoking to be common phenomenon among learners.

They smoke but with regards to alcohol not anymore, it was last year where we experienced 2 or 3 learners who came to school drunk and drugs also some are selling dagga (Participant Cindy)

The challenge is that most of this deviant behaviour is dependent on themselves and all cluster together to promote violence within learning spaces. According to Mavuso, learners do engage in gambling activities, and this leads to fights and increase in theft in schools as learners need money so as to be able to gamble.

Some learners in this school do gamble with money. They sometimes fight when someone has lost a lot of money (Participant Mavuso)

The prevalence of most of these deviating acts around learning spaces does not only breed violence but also makes the task of curbing school violence cumbersome. Some of these behaviours become model's other learners emulate and thus spreading the network of non-conformity.

5.4.4. Carrying of weapons and fighting

Learners carry weapons such as knives and guns to school, they do that to make other learners and educators fear them. However, the implication is that when there is any fight or altercation with such learner, they do not hesitate to use their weapons to inflict pain and injury. Aside this, fist fights are very common in most South African schools,

These learners carry knives; they carry guns at school sometimes. Everything that you could think of that can be used to inflict pain or fear to the opposite group (it is in all shapes and sizes) (Participant Zibisiwe)

In another interview Darkie opined that aside using weapons, fist fights are often witnessed:

Fist fights amongst the learners. They always back chat but they nothing physical whatsoever that is directed to me. The child would maybe walk out or do something but they I have never been threatened. Everything depends on how you relate to them and with them especially the ground rules that you set for each and every learner. The level of discipline, the likes or dislike life guidance and stuff. (Participant Darkie)

The use of weapons in school environments is very threatening to the lives and wellbeing of learners and educators and fights often disrupt school activities.

5.4.5. Bullying

Bullying between learners and educators has been identified to be the most common act of school-based violence in South Africa by different scholars (Prinsloo, 2005; 2006; Greeff and Grobler, 2008). In this study, an educator revealed that even educators experience bullying. But this affects educators who are not strict; the ones who are too friendly with learners are treated with disrespect. It was opined that:

Educators experience acts of violence almost every day, even if it is not me who is experiencing those because it depends on the strictness of the educator but

everyday there is a new story/new case that we experience you know when it comes to bullying and being rude etc. It is just one of those things, we no longer take them seriously (but we do attend to them). If educator is very friendly with the learners, it will happen often because it does not put the grounds on, so it just happens anyhow (they take the educator for granted). Even when he/she is serious they think that it is time for playing when the educator is being serious. They would just be jolly in class then the educator gets upset then there is that exchange of words then the educator reports the case and parents have to come in (Participant Thulile)

Other educators noted that sometimes, these students do not only bully educators; they also vandalise educators' properties like their vehicles:

Bullying is mostly experienced by educators, they also snatch and pickpocket. I cannot recall a situation whereby a learner is retaliating to a educator. We do get back chatting and swearing, at one time a educator's car all four wheels were slashed. It was in direct retaliation after the educator had disciplined the child. (Dlaba/IDI/2018)

These discussions reveal that educators are not exempted from bullying in high schools in South Africa. The menace affects educators as much as it affects learners and measures that will be addressing this act should consider all actors within these learning spaces.

5.4.6. Indiscipline

Most educators revealed that learners are undisciplined; they do not respect educators and sometimes do not even do the works given by educators. Some learners do not show up in classes and some others make noise in the class even when the educator is in.

I can say uhmm... the learners fight in class, even if you ask the learner about their school work they would just respond to you anyhow. They do not talk as if they are talking to his/her parent. They do not care (Participant Oria)

Indiscipline is constantly increasing because some of these learners are not willing to learn and they know the educators cannot use corporal punishment to discipline them. Hence, the lack of appropriate disciplining measures makes students unruly and disrespectful towards educators.

South African schools experience various acts of violence, the most identified ones include: indiscipline, bullying, carrying of weapons, fighting, drug abuse, alcoholism, smoking,

gambling, gangsterism, vandalism and theft. Among these violent acts bullying, indiscipline and theft have been mentioned to affect educators directly.

5.5. Causes of Educators Victimization by Learners

Views shared by participants in this study have revealed that most educators in South African schools live in fear, they face a lot of with threats on a daily basis because of the perceived thought that learners' indiscipline might degenerate into crisis. They have to treat each learner with caution because they do not want to make any learner annoyed since they do not know who belongs to a gang and who does not. This also makes disciplining learners difficult. For example, an educator stated that:

There are gangsters within the school. Therefore, even in class as an educator when you are teaching you must make sure that you do not say anything bad to the group of learners because it may just happen that he/she may belong to a certain gang. It makes it very difficult for us even outside the school environment. You know what I do? I just keep quiet and look at them. It was a certain incident that made us aware (of gangs) as they are bullying each other. We were not aware at all that there are gangsters. As they bully each other within the school the principal lets us know that there is such a situation amongst the learners. I do not know them (how to identify them), they do though with other educators threaten them if they are disciplined when wrong. You find that there are gangsters here at school and even outside you know. (Participant Thulile).

Learners tend to react violently when educators punish them even when the learner has done something wrong. Those that are gang members have this erroneous belief that they are above the school rules and regulations and that they should not be punished for deviation. This educator narrated that:

It affects me a lot, there is no freedom. To a child you have to mind your words, and even your behaviour towards the child as you do not know. They have also started to videotape us as we are punishing them. Therefore, we are timid, but I am happy because I am left with four years then I will be done with this. If I had to retrain again I would not take a chance (that how bad it is). We are done,

we are frustrated we are and we do not know what to do. Violence is taking our powers from us as educators (Participant Zibisiwe)

Sometimes educators want to separate fights between learners and end up being beaten themselves. They end up avoiding being mixed up with violence between learners for the fear of turning victims too. This educator opined that it is has become rather unfortunate that educators cannot even try to restore decorum when these learners fight by intervening to avoid being victimized:

I can make an example the learners were fighting and the educator trying to separate the fight got beaten by the learners. So, we are not safe at all. And another thing is that. (Oria/IDI/2018)

It is even more worrisome when some of these learners start inter-class conflict. So, the implication is that either you were part of the initial argument that degenerated into the fight or not, you become prone to attacks as long as you are member of the opposing class. This educator narrated how an incidence like this affected him and his class:

There is an incident where a boy from section C attacked a girl from section B and ended up being hunted because I was their class educator and these two were 'love-birds' (in a relationship) so the girl was attacked by the boy so what happened is the girl without telling me or reporting that she has been attacked by someone she just went home and reported to her brothers and they came to the school and they waited outside and they attacked the boyfriend and then I went and checked the boy was bleeding and they had knives and guns and beating the learner and then I said "stop what you're doing" so they pulled out a gun on me and said "eyyi"(telling me to not intervene) when they caught my attention the boy got up and he ran off, now they wanted to come for me and luckily a taxi with passengers blocked them and they said you can't attack an educator. So, there are many incidents happening within the school and especially influenced by the neighbourhood. (Participant Wolo)

The entire episode of how educators become victims in high school violence discussed above reveals that, educators find themselves being victims of school-based violence just because they are educators and trying to play their roles as educators. They are at risk whenever they scold a learner or try to correct the learner, they are at risk when they punish or discipline a

learner and they even risk their safety when trying to help learners who are victims of violent acts.

5.6 Effects of School Based Violence on Educators.

Acts of violence around South African school premises have affected both learners and educators. Educators on the other hand are highly affected by school-based violence as it affects them as individuals and affects their working environment and their professionalism. Literatures discussed the effects of these violent acts in South Africa; incidences of violence are recorded disrupt school environment thus making it difficult for educators to effectively teach learners (Prinsloo, 2005; 2006; Burton and Leoschult, 2012; Burton and Leoschult, 2013). Educators become unmotivated to teach and their morale becomes very low after meeting empty classes because learners leave schools earlier than stipulated. It is difficult to complete a syllabus; lack of textbooks and other teaching materials due to cases of vandalism also makes teaching very difficult for educators. Consistent records of fights between learners create a tensed atmosphere in the classroom and thus affecting teaching. The study further reiterates arguments in literature that educators are psychologically, physically and emotionally affected by school violence (Ncontsa and Shumba, 2013; Saunders, 2007).

5.6.1 Effect on Educator Personal Lives

Incidences of violence in school are regarded as time consuming by most educators who participated in this study. Educators spend a lot of their time in school resolving and handling violent situations among learners, they have to stop doing other classroom activities and call parents to resolve conflicts between learners. For example, one of the educators revealed that:

Definitely we do experience such incidences. One it is time consuming, because now you have to stop the whole thing. As I said four or three incidences per week you have to call the parents and consumes the educator's precious time and the interest of the learners is affected. You do not just spend two minutes on a case but you spend almost 40-60 minutes having to dig deep to find out the cause of this deviant behaviour displayed by the learner. It helps to dig deep because they just enrol the children and they do not explain anything or they do not divulge the incidents. I had reported earlier (the incidents) on that the child might behave this way etc. because it will probably be because of traumatic experience that he/she had gone through. Also, we have drug addicts that have been sent to rehabilitation centres then brought

back to mainstream but most relapse and go back to their old behaviours (we have had such incidents as well) (Participant Dlabá)

School based violence has created a difficult teaching environment for educators. They are personally not motivated to teach because of the indiscipline among learners in schools. The motivation to facilitate class activities is very low because most of these activities are disrupted by acts of violence and indiscipline orchestrated by learners in the classrooms and even outside the classrooms. Educators need to put in more efforts to effectively carry out their duties without fear of violence. An educator presented this view as follows:

I can say that it is difficult for me to teach because I am not getting what I expected I expected to get from the learners. As an educator you teach, and you have goals you know? Now it is difficult for us. As you know there are high failure rates now in schools because they do not care. They do not do their school work and homework. If you tell them to write, they do not write they just look at you. Yes, we do still give out homework. Yes, there are a few who still abide to the school rules. Not all of them (minority) you will find maybe 10 in class out of the 70. You end up coming even on Saturdays and Sundays because you have to cover the syllabus. Most of the time during the week, you beg them to do the work. You give them homework during the week and they do not do it. The next day you check it and see that it is not done. Which means that you cannot teach a new topic, they must do the work that you gave them (Participant Nombuso)

Further emphasizing this point, another educator mentioned that acts of violence in South African schools are demoralizing to educators because learners do not show interest to learn and it is very frustrating to teach kids that are not interested in what you are saying.

The violence that is happening around in school has demoralized educators very much, because we no longer punish the learners the way we used to. They have become ruder and more violent, because they now know that you know we are in the line of being fired if we punish them anyhow. It is not only about using a stick or hitting them even verbally you know saying things like you are being rude. We no longer do that (shouting at them), because you know they videotape us (they take that as evidence). It has demoralized educators very much because now we have to report each case to the principal we cannot

punish them. Even the level motivation and effort of the educators has gone down. These learners do not understand their rights they think they have the rights to do whatever, without understanding that everything has an effect. They also have to take responsibility for their actions, they just think it is their right to do anything. There is a lot of difference (compared to now and then). It is just like these learners are coming from another continent and not this one. They are no longer the same, they are no longer interested in learning or what can I say? They have changed so much. They only understand this thing of rights, it is my right to do this and you cannot do this to me and I will take action against you (Participant Thulile)

Further emphasizing this demoralizing nature of school violence, it is disclosed that violence in school has played a significant role in demoralizing educators and lowering their teaching morale. Educators make effort and give their all to teach learners and what they get in return is not encouraging as learners are not serious with studies. They do not do what the educators are asking them to do such as doing homework or even concentrating in class.

It really affects me because you find that you are demoralized, it seems like you do not know what you are doing because whenever you assess them what they will give you it is a mess, some get zero most of them they are below 30% you find the least getting the right marks. So, it's like you were not prepared, you do not know what you are doing, you do not have that oomph (effort/energy) that you are teaching a learner. Everybody now wants to resign because the way learners are, it is not right now to take this profession (Participant Wanazi)

Educators working in violence prone school environments usually live in fear everyday they step in the school environment. Educators revealed that they fear for their safety and some of them have even been threatened. Fear and the daily fight for survival in an environment that is hostile and unfriendly often makes some educators resign from their appointments or not show up for their classes.

The performance indicators are therefore the results. You know a person that is teaching at Glenwood/Westville boys' is as qualified as I am. We go to the same training institutions for educator training etc. but they pass learners better than us. What causes that? It is the environment, the culture of teaching and learning there is vibrant. When you come to the township here educators are threatened,

and they end up not going to class resulting in that curriculum is not properly covered. At the end of the day you cannot expect good results, they are fearing for their lives. You know some educators are even scared to stand in front of a group of learners, they fear for their lives (Participant Mavuso)

Addressing the state of school violence in South African High Schools has various benefits for effective teaching and learning. It will create safe learning environments for educator and learners; it will lead to the efficient delivery of curriculum content and the overall development and achievement of the purpose of these schools.

5.6.2 Effect on conducting Classroom Activities

School violence has been identified by most interviewed educators to be the cause of delay or even failure to complete the school syllabus in most South African schools. This is due to the fact that educators have to deal with cases of violence during teaching hours; this thus leaves them few and insufficient hours for teaching which is not sufficient enough to complete the syllabus. Educators emphasizing this view shared the following thoughts:

Firstly you will not be able to finish the syllabus, because you have to deal with those learners on every occasion. The other learners that are there in class not they will look at you and see that you are discouraged as a educator. So they will end up not liking the subject that you are taking. You see so whatever you are doing will not be effective to these learners as a result they are discouraged and absent themselves from classes/school because they know that there are these troublesome learners who will disrupt (so then why must I go to school?) (Participant Nombuso)

Another educator opined that, this tensed environment makes learning unproductive despite the extra efforts educators put in:

We don't meet timelines, you don't finish half of the syllabus we do a lot of pictures, because you find that some (learners) do not even have books that contributes also in terms of the performance of the learners. You take much time preparing in terms of the learners achieving their goals and you need to have objects maybe you need to buy things from your own pocket so that they will imagine what you are teaching. For example, if you are teaching about the skeleton you need to have a skeleton in front of them counting the bones and joints. If you are teaching about the cell you need to have a microscope, but we

do not have resources and this also contributes to their poor performance. So, when you're teaching them with no objects it is like you are singing a song that makes them want to sleep. (Participant Wanazi)

Furthermore, educators find it difficult to achieve what is expected in the class because they are not free to engage learners in some activities even if those activities are designed to benefit the learners. They do things with outmost caution not to spook the trouble makers. For example, Mwandla, revealed that:

Definitely you are not going to achieve your objective. In other instances, it becomes very difficult to even to bring together learners of different learning levels/standards. Teaching is about competition, so those learners who are struggling need to be pulled out from that condition. One way by which you can do that is to engage those who are better off than them. Under such circumstances you might find yourself in a very serious situation. For example, those who are I will use the word 'slow learners' you might find that they complain saying that you are exposing their slow learnedness to the other learners who are better off. So, there are so many challenges and you find out that at the end of the day very little of what you actually want to achieve in class is achieved (Participant Mwandla)

Also, another educator stated that indiscipline has degenerated to a point where educators have to appeal to some of these learners to have a trouble-free class:

It is very bad, but we try by all means not to be disrupted sometimes as a human being you will ask politely "please leave the room", so that I can be able to continue with these other learners but if he refuses (learner) telling you that "It is my right to be educated" so what can one do but continue teaching but you know that you are distracted you know you will not deliver the same way that you wanted to deliver (Participant Cindy)

High level of indiscipline among learners affects educators' performance in class. Educators stated that, there is very little or no support from learners in the classroom as some learners may decide not to do what the educator tells them to do with the sole interest of disrupting the class activity. They just decide not to do the work. Apart from the incidences of bullying that have made some learners not to pay attention in the classes, they sit in fear and others even decide to skip classes.

Classrooms are not properly constituted. To manage a class you need to ensure that there is mutual respect amongst learners and the educator. If that culture is no more/ does not exist anymore, you can roll the chalk on the board as much as you please. Whoever likes to will write, whoever does not want to will go out to the toilet to smoke and forget about it. At the end of the day the failure rates in the lower classes tantamount to the department of education coming out with a policy of regressed learners, is indicative to the fact that no effective teaching is taking place in townships. If we were to conduct a research today, the number of learners that are regressed in former model C schools compared to our school it is more on our schools than that side). What causes that? It is because learners are not taught. As a principal you have to try and motivate educators in the staff room every day to teach these learners because they are the future of the country. They will listen to you but when you leave they will say he is joking I am a family man I cannot risk my life. I cannot go teach these thugs as they are going to stab me/rape me etc. (Mavuso/IDI/2018)

There are times educators must stop teaching and discipline the learners causing trouble in the classroom. However, doing this might also be very risky, because if that learner happens to be a gang member, you might just be getting into a wrong fight. Oria revealed that:

You know you end up teaching nothing in class because you have to stop teaching and discipline them. You have to totally stop teaching because if you go on you would be totally wasting time you know? The period is 45mins, I teach them mathematics I see them every day (Participant Oria)

Not in all cases that the educator decides to discipline the learners so as to have an attentive class. One of the interviewed educators describes that what she does is to walk out of the class and go somewhere else until she gets calm:

If you feel that you are over angry you walk out and go and get calm somewhere. Also, when they start doing that you do pick up that some children are from firm backgrounds and they know the right and wrong thing. Then they will start reprimanding each other. And if it has not been a serious thing you will feel nothing, you will not use those strong words trying to suppress what has happened. All the children will just forget about the incident and move on (Participant Darkie)

One of the most significant impediments of school-based violence is that it has serious effect on the coordination of classroom activities. Thulile shares more insight on this effect, he noted that:

The thing with the rudeness of the learners towards the educator not doing the activities, eish in my case I just let it go I no longer punish them. In Cape Town they no longer give homework. We are trying that system even though it is not allowed in this province (but we no longer give homework since anyways they will not do it). So, when you have given them homework know that you will do it with them in class the following day. There are like 80 people in my classroom, you will find that only ten have done their homework out of the 80 then what about the 70? Sometimes you would chase them out of the classroom but again this is not allowed. You find that you have planned a lesson for two days but you end up doing it for four days. Reason being is that because they are slacking, and you would have to do it with all of them even though they have not done it. So, we just let it go, you just teach. It is a demoralization anyway because you know you are not up to pace with the other educators. So, you find yourself you know being behind with the syllabus/curriculum. You cannot cover you have to make sure before you teach another thing you have covered the other part. They have to understand, you know now there is this long curriculum. They tell us that in week one you are supposed to do this, week 2 and so on. You find that in a term there are only 8 weeks and you only do 3 weeks as you cannot cover the 8 weeks because they do not do their homework or anything (You have to keep disciplining and talking to them and all those things) We tried at the beginning of the year we speak to the learners and call a parent meeting and you tell them these are the expectations. You then give homework and do the lessons and they do not do it. You would speak to them and plead with them but they keep on doing the same mistakes you know. We teach during the weekends, and afternoons (Participant Thulile)

Flowing from above, the state of South African high schools are worrisome, gang members have taken over school activities and educators can now do very little or nothing to curb indiscipline. The implication is that high schools now have learners who have accrued so much power to themselves as result of their gang activities within and outside the school.

5.6.3. Effects on handling and treatment of learners

Most of the educators interviewed in this study revealed that the issue of school violence has changed the way they treat learners in schools. According to these educators, the system does not work in their favour since they stopped corporal punishments in schools. For example, an educator revealed that:

The department of education makes sure that only the learners have a voice in everything. So as an educator you become a victim because you cannot discipline a child now. The child does as he/she wishes and there is nothing that you can do about it. Which brings us to that sometimes that even some of us are now fed up and discouraged. So, the educators are not motivated, there is no enthusiasm you see? So, educators end up having depression and being admitted in hospital. They have problems at schools (educators) but the department does not see that at all (they do nothing). It is more like imposing rules on us. They are saying that we are not supposed to be using corporal punishment, it was not exactly corporal punishment you see so they do not give us an alternative to that (so do not use this but use that). We end up not knowing exactly what to do (Participant Numbuso)

Another educator emphasized that the Department of Education has placed the need of learners ahead of creating a controllable learning environment:

The department mostly favours the learners. In many instances you are challenged by a learner to a certain extent that you might find yourself in many instances losing control. So only to find out that nothing is done to protect you. The system as such centres on the interest of the learner rather than ensuring a balance situation. You might find out that you are actually forced by what the learner is doing which actually led you into losing control. So, at the end of the day like anybody else you all have tempers (you lose tempers). So, in such a kind of a situation you find out that you are going to be blamed (by whomever is in authority). They look only on the side of the educator. The learners do have rights, but they do not understand how to apply them, and again they also abuse those rights that they have because in many instances they believe that such rights must favour them. Regardless of the good and the bad they are only focusing on their rights favouring them (Participant Mwandla)

Educators have to be careful with the way they treat learners. Educators now have to treat learners with utmost respect and exercise caution when dealing with learners in order not to stir up any trouble.

Sometimes you have to be careful with what you are saying to them. You must be careful in a way that they must be respect between learners and educators. You cannot take it for granted that just because you are an educator/older person that you should just talk anyhow to learners. I think with those who encounter those problems you really need to exercise caution and respect. I think that is the only way because I think if they see that you do not respect them then they will not respect you back. They know their rights now, but they do not know their responsibilities. So, the use the 'you are not supposed to hit us', so we can just do anything that we want to do (but at the end they want to pass and go to the next grade) (Participant Nombuso)

Learners are aware that corporal punishments are banned in schools, sometimes alternative discipline measures do not work. Therefore, educators just end up leaving learners as they are because any further attempt to discipline the learner will end up making that learner more violent and fight back. This makes educators afraid to administer any form of discipline as caution or deterrence for bad behaviour.

We just leave them like that you know? You try so many different things like I was telling you that we usually find something wrong we discipline and if they continue I will go to them and take their bags away. Now we no longer do that because they will fight because they know that it is evidence that we are taking. So, such things, we try different things and it does not work so we just leave it like that. According to me I have never taught in a primary school nor been there, but I think they are all the same (meaning that violence is everywhere). The only schools of which I think are safe are (when it comes to the educators) those with lesser numbers (private schools). I think they are safe there because they know how to control the learners. With us there are 50/40 in a classroom you cannot really control. The educator ratio is 1:30 but even then, it is not enough you cannot control them (Participant Thulile)

School violence is a bane to the survival of school and a menace that threatens the peace and tranquillity of all stakeholders involved. Specifically, to this study, educators have discussed

that, school, violence affect the delivery of their professional responsibilities and also threatens their lives and safety.

5.7. Strategies Used in Eradicating School Based Violence.

South African legislative framework has done its best to address the issue of safety in schools, although these efforts have been able to lower the rate of school violence in South Africa, it is still yet to be completely eradicated as a social menace. This can be because ensuring safety in schools cannot be done by one body; it requires the combined efforts of learners, educators, the family, the school, the community and the government (Burton & Leoschut 2013). Measures to prevent and reduce school-based violence in South Africa such as installing metal detectors, employing security guards, conducting frequent searches are taken to ensure that the safety of schools is guaranteed (Mgijima, 2014:205). From the interviews with educators, the following are measures taken to ensure that school-based violence is avoided and eliminated from South African schools.

5.7.1. Firm School Disciplinary System

It is one thing to have a disciplinary system and another thing to follow and abide by it. According to the interviewed educators, Schools are able to reduce the rate of violence when there is a working disciplinary system to follow up learners' activities and punish those who do not obey school rules. When learners are aware of such system they will try not to get in trouble. An educator from Ogwini High School stated that:

We have a strong principal; he is very good at identifying learners who are problematic. Even as I told you that there are gangsters the school? He identified the learners. He called one learner and interviewed the learner. The learner then will reveal many things that we as educators do not know about. He even goes outside and searches for the pupils if they are not present/missing and bring them back to school (even the educators we normally do that). I can say that with our school we still have that thing, though there are those factors as I was saying (we have violence, but it is better than the other schools). You know we have a study here, Saturday's people do come but during the week there is a study from 3-4pm (Grade9-10 and Grade 11-12 it is 3-5pm). You know our learners there are some who abide by the rules and there are some which do not but most of them come (some do not) (Participant Oria)

Two other educators from Swelihle High School and Ndukwenhle High School respectively also stated the following:

We have a disciplinary committee we look at the case we sit down with the learner if it is a serious case we also involve the SGB (School Governing Body) and the parent so if the child is not remorseful then we send them away we just refer the child to the inspector the inspector has to find another school for the child because they are not willing to abide by the code of conduct (Participant Mr. S)

Emphasizing a need for a strict disciplinary measure within schools, educator Mwandla mentioned that these disciplinary systems must be comprehensive and quick to deter indiscipline:

One basic one would be discipline. If there is no discipline system whatever you want to achieve then definitely it will not happen. For example, if I am talking about in terms of discipline in this school: one ensure that the learner understands what you want from them. If you say that they must cut their hair short, ensure that all of them have their haircut short. Ensure that when you are talking about uniform you are not talking about uniform in general. Ensure that the learners are wearing and monitor that in the morning. In the morning I am at the gate there and ensure that any learner coming into the gate is wearing full school uniform. When you are in school premises you do loiter around you have to be in class. There is something that you are supposed to be doing in class even if the educator is not there. You know that you are supposed to be in class and you have your books therefore, do something whilst you are in class. Learners must know that once they are in class it does not necessary mean that they can loiter around without keeping to time (going to the toilets, drinking water etc.) they must remain in class. If I walk out just now you will see that all the learners outside I am going to tell them that they must go back to their classes even the educators (although in some instances it does not work well). Those are the major things that need to be worked on in order to ensure discipline because without discipline definitely there is nothing that you can do (Participant Mwandla)

For the disciplinary system to be effective there must be a systematic disciplinary division of labour among all school stakeholders and parents to ensure that learners conform to school policies. All educators play a part to assist the school disciplinary committee. The school disciplinary system depends on how strong you are. It needs to have strong policy, need to have people who are dedicated and who are willing to support it recommendations. An educator emphasized the need for a comprehensive disciplinary system thus:

We have a very good disciplinary system. The class educator is responsible for the child's behaviour. So, the class educator reports the matter to the grade head. So if it is grade 8 so the grade 8 head/educator that is in charge of grade 8's will take up the matter and then proceed to the principal. The principal will then call the parents, it is such a good solid system (of the disciplinary system we have in our school). I think it is solid, I think we have to be honest at the same time to say to ourselves we can do what we can do. We cannot do things that are beyond our means. If the parents are turning their backs on their children there is nothing more as a school that we can do. We can only do so much that is appropriate to us. (Participant F.D Khumalo)

Punishing or disciplining learners who instigate or champion violence is usually a very good deterrence measure and it is very effective in discouraging other learners from participating or starting similar violent acts. Even though some educators mentioned that banning corporal punishment as a disciplinary measure has made it difficult for educators to ensure that learners conform, educators have been forced to develop other ways to ensure discipline in the school environment. One of the educators revealed that they use detention as a disciplinary measure to punish offenders. Learners are given work to do such as cleaning the classroom or cleaning the toilet when others have gone home.

Well sometimes you have detention well maybe that is the only one that you can use because if you let the learners clean the toilets etc. then you are also in trouble because they will say maybe you have deprived the learner the opportunity to learn. It helps (detention) because if as an educator you have a set mind-set that now I will stay here maybe until 5 o'clock. It is not only that you are sitting and doing nothing you will be doing other work (egg: marking). The learner will be writing something at that particular time. It does (take up my time) maybe for a few hours but at the same time you will be helping the learner by the way (Participant Mzwandile)

Educators revealed that sometimes-involving parents in disciplining the child have shown positive results in the effort to eradicate school-based violence in South Africa. There are parents who are strict and will not want to see their children involved in unlawful activities such as drug abuse or vandalism, they will frown at any act of violence their children engage into and this has been very helpful.

It is just calling the parents. You just identify the learner then you call in the parents and you discuss the issue. Like if they do not do homework you take their names down, you tick, tick and tick May it is 5 times, or they do not submit at all (We just call in the parents and discuss the issue. That is all, there is not much that we can do anyway (Participant Thulile)

However, it is not every time that parental involvement yields positive result. There are situations when the learner is told to call the parent and he/she does not do so, or incidences where parents do not care about their children's school matters or in cases where we have child headed homes. For example, an educator disclosed that:

Say like a learner has done something wrong we give them a letter to give to his/her parents (for meeting) the parent will not come. Eventually we find out that the parent did not even receive the letter to begin with (that is what they do). So, the learner and responsibility are in two opposite directions (Participant Mzwandile)

In some serious cases, learners who perpetrate violence or are found to have grossly violated school policies are suspended from school and in rare cases expelled. Most learners will try hard not to get to this state and they will follow school rules instead of engaging in violent and indiscipline acts. Hence, the threat of suspension or expulsion often makes some learners to conform:

The disciplinary committee has a vital role of which they have played, so if ever we feel that somebody or one of the learners we cannot handle the case we have got to refer it to the disciplinary committee then they will be able to deal with that particular issue up until there is a resolution. Sometimes the suspension also works because some of the learners will get suspended but the expulsion it is the last resort (Participant Cindy)

As discussed above, having an effective school disciplinary system that enjoys the support of all educators and parents is one of the most effective ways to deal with school violence. This

allows educators and school administrators to discharge their duties and punish offenders without fearing that parents will not be in support. However, it becomes problematic when learners are from families with uninvolved parents or from child headed homes.

5.7.2. Training Educators to Manage Violence

One of the participants in this study noted that attending conflict management workshops have been very helpful in managing and resolving violence within schools. Educators are equipped with relevant skills that help them understand the nature of high school violence and how to deal with them. These kinds of workshops help educators by empowering them, not to feel intimidated while in schools. The educator narrated that:

I did receive some workshops on that and also life experience teaches you. That is why we are able to deal with anything that is affecting us. You know how to react if you are in a conflict. The conflict might not be physical even between the learners when they start confronting each other in front of you in the classroom. Those conflict management workshops they do help a lot. As I have said that the body language gives you a lot. If a person is just angry because of what happened at that time that will be different from that person who has anger that is deep. It is easier to tackle something that is like fighting over a packet of chips you know? A minor thing and not be angry to an extent where he would feel like crying/banging things or what (Participant Darkie)

These workshops and training are very useful in preparing the educator for potential violence within schools. It will teach and educate them of the signals of violent acts and specifically how to identify and handle class room activities that have the potential of degenerating into violence.

5.7.3. Efforts Made by Non- Governmental Organization

There are several Non-Governmental Organizations that aim at educating and enlightening learners and educators on school violence. These organizations go from school to school to give life orientation and teach learners good behaviour and conduct and teach educators how to handle and deal with learners. Some of the identified programs in the study include Siyayinqoba and The Learner Christian Organization (SCO). And educator talked about the importance of some of these organizations

We have got Siyayinqoba (name of a programme), they came here last Tuesday if I am not mistaken, and another programme that deals with Mama's that is an

NGO that addressed issues of learners who are staying in child headed households. We even have a social worker and a school nurse, but we would like to have a permanent school social worker as well as a permanent nurse who will be addressing health issues and welfare issues. Even in Life Orientation certain aspects are addressed for the learners to know what is expected when they are growing up but coming from families where their single parents also living with guardians and grandparents which is an indication that most of their parents are absent in their lives. Those are the contributing factors of some of the misbehaviour so those programmes assist (Participant Cindy)

These NGOs are important community-based support targeted at curbing the unabated level of school-based violence. As discussed in the later part of this study, school violence requires a comprehensive approach from all stakeholders within society to be ameliorated. The safety and peace of schools should be prioritised as a national educational strategy to ensure that the future of learners is not truncated.

5.7.4. Services of Social Workers

Scholars explain that the nature of violence in most South African communities have highly contributed to the rise of school-based violence as learners end up carrying weapons to schools as a way to protect themselves due to prevalence of violence in their communities (Ncontsa and Shumba, 2013). Violence in the community and in the family has exposed children to violent acts. Some of these learners come from broken homes and homes prone to domestic violence and in such cases, learners need a proper role model who can redirect their interest from the one prevalent within their homes and communities.

Most learners live with their grandparents mostly I am not aware of any child-headed household but there might be. There are also those who are without parents, but they are renting by themselves coming from far places like Nongoma (deep rural areas of KwaZulu-Natal), a child is staying alone and when you need a parent it becomes a problem (Participant Cindy)

Some educators revealed that social workers are needed in schools to provide counselling and support to learners. That has proved to yield positive results than just punishing learners when they do something wrong. The work of a social worker is to deal with the root cause of the problem. These learners need someone to listen to their problems because most of them do not get attention at home and as such the role of a social worker becomes very important.

5.7.5. Involving the Police

Educators have resulted to involving the police in a situation where a serious crime is committed by learners such as the use of hard drugs, carrying of guns and gang activities. It is believed that the police are well equipped and trained to handle such cases more than educators.

There are some ways when they are problematic. Where I was in the other school they used to call the police, they would come straight away, they will deal with them and then they will raid finding all those stuff of dagga or drugs and also the weapons. So, there is nothing that we would do either than calling the police and they will deal with them because they tend to be dangerous if you try to deal with them with your own self (Participant Chezi)

Therefore, South African schools have managed to lower the rate of crime and violence by getting security agencies involved in cases that go beyond their control. While the occurrence of violence might have reduced, the subtle manifestation of such acts is still prevalent.

5.7.3. Operationalizing theoretical tenets and research findings

Theory	Description of argument	Related findings
Arnold Sameroff's Transactional Model of Development	Behaviour is learnt, and part of the learning process involves exemplification from a role model. Accordingly, if children are often in spaces (home, neighbourhood, school) of violence and aggression, they very predisposed to taking up such acts of violence as a response to any situation. Arguably, these children will view violence as the only and the most appropriate measure. Hence, there is a need for proper modelling of children's behaviour from the community.	<ul style="list-style-type: none"> • Gang activities • Overspill of prevalent community violence into school environment • Use of drug and alcohol • Smoking • Gambling
Robert Agnew's General Strain	The theory argues that learners who often precipitate school-based violence are the ones who have considered life unfair, unjust and brutal either as a result of emotional breakdown due to the loss of a loved one or feeling of	<ul style="list-style-type: none"> • Learners desire to belong to social groups such as gangs for rewards like

	<p>inequality in the socio-economic structure of society. Hence, they express their bitterness through aggression and behaviours that might often be violent and destructive.</p>	<p>protection and other privileges that makes them feared and respected by both educators and other learners</p> <ul style="list-style-type: none"> • Dilapidated socio-economic institutions within the society that has reduced the responsibility of providing for self into the hands of these young kids.
<p>Travis Hirschi's Social Control</p>	<p>Hirschi's work was influenced by the discovery that people's social bonds encourage conforming behaviour that makes people not to commit crime. According to the social control theory, people engage in crime because their bond to the society has weakened. The constraints on antisocial behaviours are to be strong for people not to engage in criminal activities. Weak social connections and constraints on criminal activities could likely lead an individual to commit crime. Such bond within society as referred to by Hirschi includes the roles different social institution should perform. Such social institution includes, family, religious and schools. When these social institutions that are supposed to enforce conformity becomes weakened and destructed, the society will begin to witness chaos and anomaly.</p>	<ul style="list-style-type: none"> • Soft disciplinary measures used in school since the removal of corporal punishment • Broken family system • Moral breakdown

Source: Authors Compilation 2018

The table above is very descriptive and provides an illustrative relationship between the theoretical framework that underpinned this research and the major findings that emanated from the fieldwork. The transactional model argues that social learning is very important way of inculcating behaviours. The crux of this argument is built on the notion that children from very young ages learn about norms, conformity and social survival from adults within their immediate environment. The implication therefore is that the community a child grows up in and the role models they are constantly in contact with influences the type of behavior they regard as appropriate and exhibit in their own lives. This study unfolded that violence has become very prevalent within the host community of where the schools investigated are located. As such, most of the learners in these schools, reside and are mentored by adults who see violence as appropriate for dispute resolution and expression of aggression. These learners witness various vices and illicit acts within their communities and as such have normalized violence and its expression. In Sameroff's view therefore, school-based violence and non-conformity will be potentially higher in a school located in a community like this as compared to others where violence is not prevalent. Therefore, behaviours such as smoking, gang, alcoholism and gambling reported by educators as prevalent among learners are behaviours they learn from their communities and have come to see as a norm.

For Agnew's strain is a major predictor rebel and non-conformity. Strain in this regard is referred to as any condition or situation that causes discomfort. The study unveiled from the narratives of the educators that learners are often pushed to solicit from gang and engage in other social vices because of the prevalent socio-economic strain within the country. Most of these learners are reported to be responsible for their own social wellbeing and upkeep and as such are exposed to vices. It is also arguable that learners who engage in violence are the ones who consider life to be unfair or unjust, probably as a result of emotional strain of losing a loved one or feeling of inequality within the socio-economic strata of the country.

Hirschi's theory of social control further provides a theoretical foundation for some issues that emanated as sacrosanct in this study. Some of this issue are related to the breakdown in various social institutions. Social control theory argues that conformity is enforced within different societies by diverse social institutions and when these institutions are lacking in their responsibilities, anarchy becomes unavoidable. The family institution is one of the major institutions' educators highlighted to have failed in instilling discipline and enforcing

conformity. It was noted that most of these learners are from families with uninvolved parents and as such it becomes very difficult to caution or correct them. Also, the removal of corporal punishment from schools have weakened social control, students are now aware that they can flout rules and disregard instructions without consequence. Some educators are of the opinion that the virtues of respect for elders and institutions as previously held in high esteem by culture is fast disappearing. It should be noted that from this theoretical point of view, when institutionalized measures and normative frameworks within societies become weakened and less effective, vices such as school violence and deviance become prevalent.

5.8. Summary

The chapter consisted of information obtained from the interview of fifteen educators from three secondary schools in Umlazi. From the interview it was revealed that school-based violence is still a problem in many schools. Although, the rate of violent activities has reduced in its physical manifestation but it is still a concern that requires a concerted effort. Educators on the other hand experience violent acts such as bullying, indiscipline, theft and vandalism from learners just like some other learners also experience. The fear of waking up to teach in a school environment that is violent prone and housing learners that might be community gang members is a concern and threat must educators have to live with. The perceived thought that learners can start up crisis within school environment and the heightened rate of learner indiscipline is a major bane to the effective delivery of curriculum content and it is adversely affecting teaching and learning.

It is within this complex and safety threatening environment of the high schools examined that most educators have expressed an urgent need for concerted effort at reducing the rate of learner indiscipline that is often the bed rock of school-based violence in South Africa. There is a need to institutionalize effective school disciplinary structures that will enjoy the support of government and parents. The role of Non-governmental association and social workers are also very important in the bid to curb the unabated growth of school-based violence in South Africa.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATION

6.1. Introduction

The previous chapter dealt with data analysis, presentation and discussion of themes that emerged from the study. This chapter on the other hand presents the overall summary of the findings obtained from the study, conclusion of the study and recommendations proposed by the interviewed educators and the researcher on how to reduce the rate of and combat violence in South African schools.

6.2. Summary

This study investigated educators' experience of school-based violence in South Africa. The study revealed that most educators in South African schools do not feel safe; their working environment is threatened by violent acts mostly perpetrated by learners. As a result of this, many educators live in fear.

The study revealed that South African schools have high rates of violence. Although the rate of violence has significantly decreased compared to previous years, there are still many cases of violence in schools. The rate of violence in schools has been highly influenced by the predominant nature of crime and violence in the community: this has created the normalization of violence among learners in South African schools. Educators revealed that dealing with violence in school has been difficult because they do not get enough cooperation and support from parents and the banning of educators' use of corporal punishment as a disciplinary measure has made it difficult to punish learners thus making learners more indiscipline.

From the study it was found out that some common violent acts in South African schools include: vandalism, theft, gangsterism, drug abuse, gambling, alcoholism, and smoking, carrying of weapons, fighting, bullying and indiscipline. Indiscipline has been the major cause of distraction in classes thus affecting educators' productivity. Learners do not listen or do what the educators tell them to do. Smoking was identified by many educators to be common in their schools.

Educators find themselves to be victims of violent acts in schools. Not that the acts are planned and directed to them but as they interfere in resolving violence between learners and in the process, they expose themselves to violence as the learners will want to revenge for their interference. Sometimes educators have to treat learners with utmost care and respect just not to make them angry for the fear of making a learner who is a member of a gang angry, because

that would keep the educator in danger. Educators in South Africa get injured, bullied and even threatened when they are in school and also properties are stolen and vandalized during these violent acts.

The study also found out that School based violence has numerous effects on educators. These effects range from physical, social, emotional and professional effects. The hostile working environment created by school-based violence has made most educators fear their schools because their safety is not guaranteed. Educators revealed that school-based violence consumes most of their teaching time thus making it difficult to complete the school syllabus on time. School based violence has also been revealed to demoralize educators and increase their level of stress.

From the study it was revealed that efforts have been made to eradicate school-based violence in the country, some of the efforts identified in the study include; adopting firm school disciplinary system, training educators on violence management, efforts of NGOs in eradicating school-based violence, utilizing services of social workers and involving the police in handling violent acts and learners. These efforts have somehow succeeded in reducing the rate of school-based violence in South Africa, however, there is still room for more result driven approaches to completely eradicate or reduce the spate of school-based violence to the minimal.

6.3. Conclusion

This study explored the actual experiences educators in South African schools in relation to school based violence. The study has succeeded in reviewing the prevalence of violence in schools, the common types of violent acts, educators' victimization, the effects of violence and efforts adopted to eradicate violence in South African schools. This study also unveiled that school violence against educators has become a common feature of many South African high schools. Incidents are often captured on social media when videos go viral on the internet. Individual incidents grab headlines, spark outrage and condemnation and this study has also identified some crucial underlying causes of violence at high schools and what should be done to make schools the safe havens they should be. The study explored the effects of violence on educators who had been directly or indirectly exposed to violence within the schooling environment. The effects of violence were found to be mainly traumatic, physiological and behavioural. All these had an effect on the processes and outcomes of teaching and learning

over a period of time. In addition, the findings indicated that the community that the school is situated in contributed to a large extent to the prevalence of violence in the school.

Sameroff's Transactional Model of Development, Agnew's General Strain Theory and Hirschi's Social Control Theory were adopted for this study. The theoretical approaches helped in providing insight and understanding of school-based violence especially on why some learners engage in violent acts and others do not engage in violent acts. These theoretical approaches can also be adopted in the effort to eradicate school-based violence in South Africa. The three theoretical approaches were adopted for the study because no single approach was comprehensive in explaining the issue of school violence.

This study is a qualitative in nature involving the information collected through in-depth interviews of fifteen educators from Ogwini High School, Ndukwenhle High School and Swelihle High School all located in Umlazi, South Africa. The study provided answers to questions on the severity of school-based violence in South African schools, the common types of school-based violence experienced by educators in South African schools, factors that make educators perpetrators of School-Based violence and how educators become victimized by learners.

One of the most conspicuous themes that emerged was the need for capacity and developmental programmes for learners. Educators in high schools at Umlazi a peri-urban area believe that extra-curricular activities are needed to keep learners busy to deter them from deviance and violence amongst learners. Furthermore, the second most expressed view by the educators was the need of enforcing the school code of conduct and the application of consistent disciplinary measures.

From the study it was found that even with the decrease of violence in schools compared with previous years, the problem of school-based violence is still a serious issue in South African schools. The safety of both learners and educators in these schools is not guaranteed due to cases of violent acts in schools. Despite the reduction of acts of vandalism in schools over the years, gangsterism, drug abuse, alcoholism, smoking, acts of bullying and harassment of both educators and learners still persists. There are no concrete factors that cause educators victimization; they become victims of school-based violence just because they are educators. This has made most educators to treat learners with utmost fear and respect so as not to get on their wrong side and end up being victims of violence. School based violence affects educators in many ways; from their personal lives to how they conduct classroom activities, and even on

how they treat and handle learners. School based violence consumes time that would have been used for classes and completing the school syllabus, cases of indiscipline and other violent acts create a difficult teaching environment for educators and thus demoralizing educators.

The study also found that most educators believed that School Governing Body (SGB) and the school committee in charge of management of discipline and security in the school was doing the best it could do to curb the levels of school based violence against educators. However, the majority of the educators from the sampled schools believed that the Department of Basic Education and the community were not doing enough in assisting schools manage school-based violence and some educators even said that they feel that they do not have a voice in terms of their reports of school based incidences when they report them to them to the Department of Education they are not taken seriously.

The problem of school based violence in South Africa cannot be easily resolved unless violence and crime is eradicated from the communities. South African communities are characterized by high rate of crimes and violence. Gangs start from the communities to the schools, children see how their elders carry weapons and emulate this behaviour, domestic violence has left children traumatized thus making them violent. These factors have contributed to the prevalence of violence in schools. Even though learners are always involved in these violent acts, educators have been identified to be perpetrators and also victims of these violent acts also. It is evident from educator's views, managing violence in schools requires a multi-level approach that does not only address the behavioural issues of learners. Accordingly, to create schools safe from physical violence the requires the participation of all the stakeholders involved, which include the learners themselves, the educators, the SMT, the SGB, the community and authoritative bodies within the communities

6.4. Recommendations

Based on the findings of this study, educators and the researcher propose the implementation of the following recommendations in order to reduce school violence:

- The government and NGOs should put more effort in reducing violence and crime in the local communities: Studies have shown that the rate of school-based violence is very high in communities with high violence rate as opposed compared to communities with low crime rates. Combating violence in the community will thus combat violence in schools.

- The educators expressed a need for counselling services as a way of helping them deal with the effects of violence and to help the learners change. Some educators had to use their own funds to obtain professional help, which can be costly. It is therefore recommended that support services be made available on a regular basis to traumatised educators and learners by the Department of Education.
- Cooperation between educators and parents should be enforced: Educators find it difficult to train and discipline learners without receiving cooperation from parents. Parents should be educated on the importance of engaging in their children's academic affairs. They are to show up whenever the educators request for their presence and they should frequently seek to know about the progress of their children. Educators and parents should work together, their unity will help win the fight against school-based violence.
- Hiring social workers in schools: the study has shown that most learners come from broken homes, some live with single parents or their grandparents, and some come from child headed households. This is difficult for educators when one requests for a meeting with the learner's parents and one finds that the learner will say that they are staying with their brothers or grandparents. Educators realise that some of these learners do not have a support system and that there is no authority at home. Social workers can do the job of identifying such learners and help them.
- Introduction of a subject that would teach learners about violence: learners need to know more about violence, it causes, effects, how to avoid it and conflict resolution strategies. This will keep learners aware of violence and build good behaviour in them therefore reducing the rate of violence in schools.
- The schools are not equipped with proper security measures as there is only one security guard who is situated at the main gate. Other gates are left unattended. Learners manage to enter the school grounds with weapons and drugs because no one searches them when they enter the school premises. Therefore, the schools should have secure fences that will prevent access by outsiders to the premises.
- The Department of Education should increase protection of educators: Most educators in this study revealed that the department is not on their side, most of the time it is learner's rights that is protected and not theirs. The department should make efforts to create a good environment for educators and help them when the need arises.

- Introduction of more programs that will provide training for educators on violence and conflict management: the teaching college does not prepare educators with the hostile teaching environment of most South African school's high schools; therefore, they should be trained on how to deal with indiscipline learners and how to resolve conflicts. Educators should also be trained on how to protect themselves to avoid being victims of violence in schools.
- The Department of Education should also review the policies that they currently have so they can balance learner's rights with responsibilities that learners fully understand and be proactive by acknowledging the authority of educators has become essential. The power that learner's have because "they have rights" and the manner in which this impacts educators is very bad.

References

- Abrahams, D., 2010. A synopsis of urban violence in South Africa. *International review of the Red Cross*, 92(878), pp.495-520.
- Ademola J. A, Funmilayo O. F & Kayode, O., 2011. Experience and Perpetration of Violent Behaviors among Secondary School Students in Ibadan, Nigeria. *Sierra Leone Journal of Biomedical Research*, Vol 3(1), 27-35.
- Agnew, R. 1992. Foundation for a General Strain Theory of Crime and Delinquency. *Criminology* 30, pp. 47–87.
- Agnew, R., 1985. A revised strain theory of delinquency. *Social forces*, 64(1), pp.151-167.
- ALAIN, 2000. Violence in Schools. *European Education*, 44-47
- Al-Zyoud, Morgan and Brown, 2013. Peace Education in English and Jordanian Schools: A Comparative Study. *Education Research and Perspective*, 211-235
- Bagele, C., 2012. Indigenous research methodologies.
- Banks, J.A., 2014. Diversity, group identity, and citizenship education in a global age. *Journal of Education*, 194(3), pp.1-12.
- Barnes, J., Conrad, K., Demont-Heinrich, C., Graziano, M., Kowalski, D., Neufeld, J., Zamora, J. and Palmquist, M., 2005. Generalizability and transferability. *Writing@ CSU. Colorado State University Department of English. Retrieved from [WWW document] <http://writing.colostate.edu/guides/research/gentrans/pop2c>. Cfm (accessed 1 March 2011)*.
- Barreiro, P.L. and Albandoz, J.P., 2001. Population and sample. Sampling techniques. *Management Mathematics for European Schools MaMaEusch (994342-CP-1-2001-1-DECOMENIUS-C21)*.
- Beferani, M. H., 2015. The Role of the Family in the Socialization of Children. *Mediterranean Journal of Social Sciences*, 6(6 S6), 417-423.
- Beland, L.P. and Kim, D., 2016. The effect of high school shootings on schools and student performance. *Educational Evaluation and Policy Analysis*, 38(1), pp.113-126.
- Benbenishty, R., and Astor, R. A., 2008. *School Violence in an International Context: A Call for Global Collaboration in Research and Prevention*. Lisbon, Portugal.

- Bender, D. and Lösel, F., 2011. Bullying at school as a predictor of delinquency, violence and other anti-social behaviour in adulthood. *Criminal behaviour and mental health*, 21(2), pp.99-106.
- Berg, B.L., 2004. *Methods for the social sciences*. Pearson Education Inc, United States of America.
- Berns, R., 2012. *Child, family, school, community: Socialization and support*. Nelson Education.
- Bester, S. & Du Plessis, A. 2010. Exploring a Secondary School Educator's Experiences of School Violence: *A Case Study*. *South African Journal of Education*, Vol 30:203-229.
- Birks, M.J., Chapman, Y. and Francis, K., 2007. Breaching the wall: Interviewing people from other cultures. *Journal of Transcultural Nursing*, 18(2), pp.150-156.
- Brink, H., Van der Walt, C. and Van Rensburg, G., 2006. *Fundamentals of research methodology for health care professionals*. Juta and Company Ltd.
- Brownfield, D. 2008. Social Control, Self-Control, and Gang Membership. *Journal of Gang* Vol.17 (4).
- Bucher K. T. and Manning M. L., 2003. Challenges and suggestions for safe schools. *The Clearing House*, 76:160-164.
- Buka, S. L., Stichick, T. L., Birdthistle, I., Earls, F. J., 2001. Youth exposure to violence: Prevalence, risks, and consequences. *American Journal of Orthopsychiatry*, 71, 298-310.
- Burton, P. 2008. *Experience of School Violence in South Africa*. Centre for Justice and Crime Prevention (Monograph Series, No 4). Cape Town.
- Burton, P., & Leoschut, L. 2013. *School Violence in South Africa: Results of the 2012 National School Violence Study*. Centre for Justice and Crime Prevention. Cape Town.
- Centre for the Study of Violence and Reconciliation, 2008. *A State of Sexual Tyranny: The Prevalence, Nature and Causes of Sexual Violence in South Africa*
- Centres for Disease Control and Prevention, 2015. Sexually transmitted diseases treatment guidelines, 2015. *Annals of Emergency Medicine*, 66(5), pp.526-528.
- Cernkovich, S. & Giordano, P. 1987. Family relationships and delinquency. *Criminology*, 25, 295-322.

- Chabedi, M. 2003. State Power, Violence, Crime and Everyday Life: A Case Study of Soweto in Post-apartheid South Africa. *Social Identities: Journal for the Study of Race, National and Culture*, Vol. 9, 357-371
- Chen & Astor., 2009. Students Reports of Violence against Teachers in Taiwanese Schools. *Journal of School Violence*. 2-17
- Chriss, J. 2007. The Functions of the Social Bond. *Cleveland State University*
- Cicchetti, D. and Lynch, M., 1993. Toward an ecological/transactional model of community violence and child maltreatment: Consequences for children's development. *Psychiatry*, 56(1), pp.96-118.
- Cohen, J., McCabe, L., Michelli, N.M. and Pickeral, T., 2009. School climate: Research, policy, practice, and teacher education. *Teachers college record*, 111(1), pp.180-213.
- Crawage, M., 2008. *How resilient adolescent learners in a township school cope with school violence: a case study* (Doctoral dissertation, University of Johannesburg).
- Creswell, J., 2009. *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications, Incorporated.
- Creswell, J.W. and Creswell, J.D., 2017. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J.W. and Miller, D.L., 2000. Determining validity in qualitative inquiry. *Theory into practice*, 39(3), pp.124-130.
- Creswell, J.W., 2013. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J.W., 2014. *A concise introduction to mixed methods research*. Sage Publications.
- De Wet, C., 2007. Educators' Perceptions and Observations of Learner-on-Learner Violence and Violence Related Behavior. *Africa Education Review*, Vol. 4 (2), 75-93
- De Wet, C., 2010. Victims of educator-targeted bullying: a qualitative study. *South African Journal of Education*, 30(2).
- Degu, G. and Yigzaw, T., 2006. Research methodology. *Gondor: University of Gondor*.

- Delikara, E. ·I. 2002. Examination of the relationships between adolescents' peer relations and criminal behaviors. In *I. ulusal çocuk ve suç: Nedenler ve önleme çal malar* sempozyumu bildirileri (pp. 147-160). Ankara: Türkiye Çocuklara Yeniden Özg*ürlük Vakfı.
- Department of Basic Education, Republic of South Africa., 2011. Curriculum and Assessment Policy Statement Grades 7-9: Life Orientation. Pretoria: Department of Basic Education, Republic of South Africa.
- Devries, K.M., Mak, J.Y., Garcia-Moreno, C., Petzold, M., Child, J.C., Falder, G., Lim, S., Bacchus, L.J., Engell, R.E., Rosenfeld, L. and Pallitto, C., 2013. The global prevalence of intimate partner violence against women. *Science*, 340(6140), pp.1527-1528.
- Dickson-Swift, V., James, E.L., Kippen, S. and Liamputtong, P., 2009. Researching sensitive topics: qualitative research as emotion work. *Qualitative Research*, 9(1), pp.61-79.
- Du Plessis, A.H. 2008. Exploring secondary school educator experiences of school violence. Unpublished MA dissertation, University of Pretoria.
- Dunne, M., Humphreys, S. and Leach, F., 2006. Gender violence in schools in the developing world. *Gender and Education*, 18(1), pp.75-98.
- Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. and Schellinger, K.B., 2011. The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), pp.405-432.
- Durrheim, K. and Painter, D., 2006. Collecting quantitative data: Sampling and measuring. *Research in practice: Applied methods for the social sciences*, 2, pp.131-159.
- Egbochuku, E. O. 2007. Bullying in Nigerian Schools: Prevalence Study and Implications for Counselling. *J. Soc. Sci*, Vol 14(1), 65-71.
- Eisenhardt, K.M. and Santos, F.M., 2002. Knowledge-based view: A new theory of strategy. *Handbook of strategy and management*, 1(139-164).
- Ellery, F et al. 2010. Prevention Pays: the economic benefits of ending violence in schools. Plan international: UK,
- Fisher, K. and Kettl, P., 2003. Teachers' perceptions of school violence. *Journal of Pediatric Health Care*, 17(2), pp.79-83.

- Fiske, S.T., Moya, M., Russell, A.M. and Bearns, C., 2012. The secret handshake: Trust in cross-class encounters. *Facing social class: How societal rank influences interaction*, pp.234-251.
- Flyvbjerg, B., 2006. Five misunderstandings about case-study research. *Qualitative inquiry*, 12(2), pp.219-245.
- Folkestad, B., 2008. *Analysing Interview Data Possibilities and challenges* (No. 13). EuroSpheres project.
- Furlong, M. J. & Morrison, G. 2000. The School in School Violence: Definitions and Facts. *Journal of Emotional and Behavioral Disorders*, 8(2), 71-82.
- Gibbs, G.R., 2008. *Analysing qualitative data*. Sage.
- Gokler, Arslantas and Unsal., 2014. Prevalence of Domestic Violence and Associated Factors among Married Women in a Semi-Rural Area of Western Turkey. *Pakistan Journal of Medical Sciences*, 1087-1093
- Government Gazette, 2000. South African Government. Vol. 426 Pretoria, 1 December 2000/1 Desember 2000 No/Nr 21803
- Greeff, P. and Grobler, A.A., 2008. Bullying during the intermediate school phase: A South African study. *Childhood*, 15(1), pp.127-144.
- Griggs, R. 2002. *Preventing Crime and Violence in South African Schools: A review of learning and good practice from eight interventions*. Criminal Justice Initiative, Open Society Foundation for South Africa.
- Guest, G., Namey, E.E. and Mitchell, M.L., 2012. *Collecting qualitative data: A field manual for applied research*. Sage.
- Hagan, J. & McCarthy, B. 1997. *Mean streets: Youth crime and homelessness*. Cambridge: Cambridge University press.
- Harber, C. 2001. Schooling and Violence in South Africa: Creating a Safer School. *Intercultural Education*, Vol. 12(3), 261 – 271.
- Harber, C. and Mncube, V., 2011. Is schooling good for the development of society?: the case of South Africa. *South African Journal of Education*, 31(2).
- Hirschi, T. 1969. *Causes of delinquency*. Berkeley, CA: University of California Press.

- Holloway, I., 2005. *Qualitative research in health care*. McGraw-Hill Education (UK).
- Holmes Jr, O.W., 2009. *The path of the law*. The Floating Press.
- Horng, E.L., Klasik, D. and Loeb, S., 2010. Principal's time use and school effectiveness. *American Journal of Education*, 116(4), pp.491-523.
- <http://www.thenewage.co.za/sharp-rise-in-violence-at-sa-schools>. Accessed 4 July 2017
- Human Rights Commission, 2006. *Report of Public Hearing on School Based Violence*. Johannesburg. <https://www.nytimes.com/2017/05/24/nyregion/3-students-stabbed-outside-a-manhattan-public-school.html>. Accessed 15 September 2017
- James, K., Bunch, J. & Clay-Warner, J. 2014. Perceived Injustice and School Violence: An Application of General Strain Theory. SAGE Journals. <http://journals.sagepub.com/doi/abs/10.1177/15412040145212251>. 4 July 2017
- Jeffthas, D & Artz, L. 2007. Youth violence: A gendered perspective. In Burton P (ed), *Someone Stole My Smile: An Exploration into the Causes of Youth Violence in South Africa*, CJCP Monograph 3, Cape Town,
- Jensen, Gary F. 2003. Social Control Theories in. *Encyclopedia of Criminology*. Richard A. Wright (Editor). Fitzroy Dearborn Publishers.
- Jimerson, S., Nickerson, A., Mayer, M.J. and Furlong, M.J. eds., 2012. *Handbook of school violence and school safety: International research and practice*. Routledge.
- Jimerson, S.R., Morrison, G.M., Pletcher, S.W. and Furlong, M.J., 2006. Youth engaged in antisocial and aggressive behaviours: Who are they. *Handbook of school violence and school safety: From research to practice*, pp.3-19.
- Johnson, B. 2005. Mental health promotion in Western Cape schools: An exploration of factors relating to risk, resilience and health promotion. Unpublished doctoral thesis, University of the Western Cape, Cape Town.
- Jonck, P., Goujon, A., Testa, M.R. and Kandala, J., 2015. Education and crime engagement in South Africa: A national and provincial perspective. *International Journal of Educational Development*, 45, pp.141-151.
- Kaner, S. 2002. Examination of the relationships between family control and juvenile delinquency. In *I. ulusal çocuk ve suç: Nedenler ve önleme çalışmaları sempozyumu bildirileri* (pp. 147-160). Ankara: Türkiye Çocuklara Yeniden Özgürlük Vakfı.

- Kellner, D., 2015. *Guys and guns amok: Domestic terrorism and school shootings from the Oklahoma City bombing to the Virginia Tech massacre*. Routledge.
- Kolak, D., 2016. *Thomas Hobbes: Leviathan (Longman Library of Primary Sources in Philosophy)*. Routledge.
- Kothari, C.R., 2004. *Research methodology: Methods and techniques*. New Age International.
- Lacey, A. and Luff, D., 2007. Qualitative Research Analysis The NIHR RDS for the East Midlands. *Yorkshire & the Humber*.
- Lamb S & Markussen E., 2011. School dropout and completion: An international perspective. In S Lamb, E Markussen, R Teese, N Sandberg & J Polesel (eds). *School dropout and completion: International comparative studies in theory and policy*. New York, NY: Springer Science+Business Media.
- Leach, F., Mandoga, P., & Machakanja, J. 2000. Preliminary investigation of the abuse of girls in Zimbabwean junior secondary schools. London: Department of International Development, Education Division.
- Lee, D. R. & Cohen, J. W. (2008). Examining Strain in a School Context. *Youth Justice and Juvenile Justice*. Vol 6(2)
- Liang, H., Flisher, A. J. & Lombard, C. J. 2007. Bullying, Violence, and Risk Behavior in South African School students. *Child Abuse and Neglect*, Vol. 31, 161-171.
- Ludwig, K. A., Warren, J. S., 2009. Community violence, school-related protective factors, and psychosocial outcomes in urban youth. *Psychology in the Schools*, 46, 1061-1073.
- Mampane, R. and Bouwer, C., 2011. The influence of township schools on the resilience of their learners. *South African Journal of Education*, 31(1).
- Maphosa, C. & Shumba, A. 2010. Educators' Disciplinary Capabilities after the Banning of Corporal Punishment in South African schools. *South African Journal of Education*, Vol. 30, 387-399.
- Mbete, L., 2016. *An evaluation of oversight and accountability by the fourth Parliament of the Republic of South Africa* (Doctoral dissertation, Stellenbosch: Stellenbosch University).
- McPherson, P. R. 2005. *Teachers leaving the profession: The influence of violent and student behavior on teacher attrition as perceived by the school district administrators in Pennsylvania's public schools*. Pennsylvania: Baylor University.

- McShane, M., 2013. *An Introduction to Criminological Theory*. Routledge.
- Meisels, S.J. and Shonkoff, J.P., 2000. Early childhood intervention: A continuing evolution. *Handbook of early childhood intervention*, 2, pp.3-31.
- Metzl, J.M. and MacLeish, K.T., 2015. Mental illness, mass shootings, and the politics of American firearms. *American journal of public health*, 105(2), pp.240-249.
- Mgijima, M., 2014. Violence in South African Schools: Perceptions of Communities about a Persistent Problem. *Mediterranean Journal of Social Sciences*, Vol. 5 (14), 198-206
- Miles, M.B. and Huberman, A.M., 1994. *Qualitative data analysis: An expanded sourcebook*. Sage.
- Miller, T. W. & Kraus, R. F. 2008. *School-Related Violence: Definition, Scope, and Prevention Goals*. School Violence and Primary Prevention. T. W. Miller (ed.), 15-24
- Mkhize, F., elix (2011), Introduction to Our Own Town- 'Umlazi Township', from EThekweni Municipality, 17 February, [online], Available at www.durban.gov.za
- Mncube, V. & Harber, C. 2013. *The Dynamics of Violence in South African Schools*: Report. University of South Africa.
- Mncube, V. and Netshitangani, T., 2014. Can violence reduce violence in schools? The case of corporal punishment. *Journal of Sociology and Social Anthropology*, 5(1), pp.1-9.
- Moon, B., Morash, M. & McCluskey, D. 2014. General Strain Theory and School Bullying: An Emperical Test in South Korea.. SAGE Journals. <http://journals.sagepub.com/doi/abs/10.1177/0011128710364809>
- Mouton, J., 2001. *How to succeed in your master's and doctoral studies: A South African guide and resource book*. Van Schaik.
- Muneja, M.S., 2013. Teacher Experiences of Disciplinary Measures in Tanzania Adventist Secondary School: A Case Study. *Journal of Education and Practice*, 4(25), pp.169-177.
- Mutto, M., Kahn, H., Lett, R. & Karolinska, L. 2009. Piloting an Educational Response to Violence in Uganda: Prospects for a New Curriculum. *African Safety Promotion Journal*, Vol. 7(2), 37-46.
- Naong, M., 2007. The impact of the abolition of corporal punishment on teacher morale: 1994–2004. *South African journal of education*, 27(2).

- Ncontsa, V. N. & Shumba, A. 2013. The Nature, Causes and Effects of School Violence in South African high schools. *South African Journal of Education*, Vol. 33(3).
- Ncontsa, V.N. and Shumba, A., 2013. The nature, causes and effects of school violence in South African high schools. *South African Journal of Education*, 33(3).
- Office of the Special Representative of the Secretary-General on Violence against Children, (2014). Releasing children's potential and minimizing risks: ICTs, the Internet and violence against children.
- Osadebe, P. U. 2013. An Evaluation of the Causes of Violence in Nigerian Schools: Case of Senior Secondary Schools in Delta State. *African Journal of Education and Technology*, Vol. 3(1), 86-94.
- Özbay, O. & Özcan, Y. 2006. A Test of Hirschi's Social Bonding Theory Juvenile Delinquency in the High Schools of Ankara, Turkey. *International Journal of Offender Therapy and Comparative Criminology*. Vol 50(6), 711-726.
- Pahad, S. & Graham, T. M. 2012. Educators' Perceptions of Factors Contributing to School Violence in Alexandra. *African Safety Promotion Journal*, Vol. 10(1), 3-15.
- Patton, M.Q., 2002. Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative social work*, 1(3), pp.261-283.
- Payne, A. 2008. A multilevel model of the relationships among communal school disorder, student bonding, and delinquency. *Journal of Research in Crime and Delinquency*, 45, 429-455.
- Perren, S. & Hornung, R. 2005. Bulling and delinquency in adolescence: Victim's and perpetrators' family and peer relations. *Swiss Journal of Psychology*, 64(1), 51-64.
- Pinheiro, P.S., 2006. World report on violence against children, United Nations Secretary-General's study on violence against children. *Geneva: UN*.
- Power, T. 2016. *School Violence. Basic Education Rights Handbook* – Education Rights in South Africa. 293-309
- Prinsloo, I. J. 2005. How safe are South African schools? *South African Journal of Education*, Vol. 25(1) 5-10

- Prinsloo, J. & Naser, J. 2007. Operational Assessment Areas of Verbal, Physical and Relational Peer Victimization in Relation to Prevention of School Violence in Public Schools in Tshwane South. *Acta Criminologica*, Vol. 20, 46-60.
- Prinsloo, J. 2008. The Criminological Significance of Peer Victimization in Public Schools in South Africa. *Child Abuse Research*, Vol. 9, 27-36.
- Punch, K.F. and Oancea, A., 2014. *Introduction to research methods in education*. Sage.
- Republic of South Africa. 2000b. *The South African Council for Educators Act. Act No. 31 of 2000*. Government Printer. Cape Town.
- Republic of South Africa., 1996. *Constitution of the Republic of South Africa, Act 108 of 1996*. Government Printer. Pretoria.
- Republic of South Africa., 1996b. *South African Schools Act, Act No.84 of 1996*. Government Printer, Pretoria.
- Ritchie, J. and Spencer, L., 2002. Qualitative data analysis for applied policy research. *The qualitative researcher's companion*, 573(2002), pp.305-329.
- Ritchie, J., Lewis, J., Nicholls, C.M. and Ormston, R. eds., 2013. *Qualitative research practice: A guide for social science students and researchers*. Sage.
- Ruto, S. J. 2009. Sexual abuse of school age children: Evidence from Kenya. *Journal of International Cooperation in Education*, 12(1), 177-192.
- SABC News, 2 March 2017. <http://www.sabc.co.za/news/a/494795004fcbcc958361bf56448ba7d5/Boy-paralysed-after-alleged-assaulted-at-school->. Accessed on 14 august, 2017.
- SABC News, 22 January 2017. <http://www.sabc.co.za/news/a/494795004fcbcc958361bf56448ba7d5/Boy-paralysed-after-alleged-assaulted-at-school-> 14 march 2017
- Sameroff A. J. & MACKenzie M. J. 2003. A Quarter-Century of the Transactional Model: How Have Things Changed?
- Sameroff, A., 2009. *The transactional model*. American Psychological Association.
- Saunders, D. 2007. *Stress - The link between stress and alcohol*.

- School Safety and Security Policy, 2012. Accessed at <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=10&cad=rja&uact=8&ved=2ahUKEwjwosaCqe7gAhUN2eAKHbg1DkUQFjAJegQICRAC&url=http%3A%2F%2Fwww.sasb.co.za%2Fwp-content%2Fuploads%2F2015%2F02%2FSafety-and-Security-Policy.pdf&usg=AOvVaw2fzQA39E-ICDMleKX2nmcb>
- Seedat, M., Van Niekerk, A., Jewkes, R., Suffla, S. and Ratele, K., 2009. Violence and injuries in South Africa: prioritising an agenda for prevention. *The Lancet*, 374(9694), pp.1011-1022.
- Seidman, I., 2013. *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers college press.
- Sekaran, U. and Bougie, R., 2016. *Research methods for business: A skill building approach*. John Wiley & Sons.
- Silverman, D., 2013. *Doing qualitative research: A practical handbook*. SAGE Publications Limited.
- Skiba, R. J. 2002. Special Education and School Discipline: A Precarious Balance. *Behavioral Disorder*, Vol. 27(2), 81-97.
- South African Council of Educators (SACE) 2011. *School-Based Violence Report: An Overview of School-Based Violence in South Africa*. Pretoria
- South African Human Rights Council. 2007. Report of the public hearings on school-based violence
- Special Representative of the Secretary-General on Violence against Children. 2012. Tackling violence in schools: A global perspective bridging the gap between standards and practice.
- Statistics South Africa. 2016. Crime statistics series volume III: Exploration of selected contact crimes in South Africa (In-depth analysis of Victims of Crime Survey data: 2011–2014/15) / Statistics South Africa. Pretoria
- Steddgen, G. & Ewen, N. 2007. *Teachers as Victims of School Violence – The Influence of Strain and School Culture*. Integrative Research Unit on Social and Individual Development (INSIDE)

- Stevens, G. Wyngaardt, G. & Van Niekerk, A. 2001. The safe schools model: an antidote to school violence? *Perspectives in Education*, 19(4), 137 – 149.
- Stevens, V., De Bourdeaudhuij, I. & Van Oost, P. 2002. Relationship of the family environment to children's involvement in bully/victims problems at school. *Journal of Youth and Adolescence*, 31(6), 419–428.
- Stewart, E. 2003. School social bonds, school climate, and school misbehavior: A multilevel analysis. *Justice Quarterly*, 20, 575-613.
- Strauss, A.L. and Corbin, J., 1990. Basics of qualitative research (Vol. 15).
- Strydom, H. and Delport, C.S.L., 2005. Information collection: document study and secondary analysis. *Research at grassroots for the social sciences and human service professions. 3rd ed. Pretoria: Van Schaik*, pp.314-325.
- Strydom, H., 2005. Ethical aspects of research in the social sciences and human service professions. *Research at grass roots: For the social sciences and human service professions*, 3(1), pp.56-70.
- Taole, M. J. 2016. Learners' Self-reports of Exposure to Violence in South African Schools: A Gendered Reflection. *African Safety Promotion Journal*, Vol. 14(1), 42-61.
- The Centre for the Study of Violence and Reconciliation, 2007. The Violent Nature of Crime in South Africa: A Concept Paper for the Justice, Crime Prevention and Security Cluster. Republic of South Africa.
- Tomlinson, M., Dawes, A. and Flisher, A.J., 2012. Preventing the development of youth violence in the early years: Implications for South African practice. *Ward C, Van der Merwe A, & Dawes A (Eds.), Youth Violence: Sources and Solutions in South Africa*, pp.141-174.
- Underwood, M.K. and Rosen, L.H., 2011. Gender and bullying. *Bullying in North American schools*, pp.205-223.
- UNESCO 2016. Out in the Open: Education sector responses to violence based on sexual orientation or gender identity/ expression.
- United Nations Educational, Scientific and Cultural Organization (UNESCO) 2017. *School Violence and Bullying: Global Status Report*. Paris, France.
- Van Jaarsveld, L., 2008. Violence in schools: a security problem?. *Acta Criminologica: Southern African Journal of Criminology*, 2008(Special Edition 2), pp.175-188.

- Warner B. D. & Fowler S. K., (2003). Strain and violence: Testing a General Strain Theory Model of Community Violence. *Journal of Criminal Justice*, Vol 31, 511–521.
- Welsh, W. N., Greene, J. R., & Jenkins, P. H. 1999. School disorder: The influence of individual, institutional, and community factors. *Criminology*, 37, 601-643.
- Woolman, S. and Fleisch, B., 2006. South Africa's unintended experiment in school choice: how the National Education Policy Act, the South Africa Schools Act and the Employment of Educators Act create the enabling conditions for quasi-markets in schools. *Education and the Law*, 18(1), pp.31-75.
- World Health Organization, 2009. Global school-based student health survey (GSHS). *WHO CHP*.
- World Health Organization. Food Safety Dept, World Health Organisation Staff, World Health Organization and World Health Organization. Food Safety Programme, 2002. *Terrorist threats to food: guidance for establishing and strengthening prevention and response systems*. World Health Organization.
- Yılmaz, T. 2002. Examination of risk taking behavior of adolescents. In *I. ulusal çocuk ve suç: Nedenler ve önleme çal malar sempozyumu bildirileri* (pp. 119- 146). Ankara: Türkiye Çocuklara Yeniden Özg*ürlük Vakfı.
- Yin, R.K., 2013. *Case study research: Design and methods*. Sage publications.

Appendix 1: Interview Schedule



INTERVIEW SCHEDULE:

“Exploring educator’s experience of school-based violence in peri-urban high schools, Umlazi, South Africa.”

BIOGRAPHICAL INFORMATION

1. Name?
2. Recommended pseudo name?
3. Age?
4. Gender?
5. Years of experience as an educator?

RESEARCH QUESTIONS

6. How often do you experience incidents of violence/misconduct in your school environment?
7. What type of violence/misconduct are very prevalent?
8. In what way do you feel personally affected by school-based violence?
9. How will you describe the effect of school violence on an educator?
10. How do these violent incidents affect the coordination of classroom activities?
11. How will you describe personal safety in a violent prone school environment?
12. How has experiences of school-based violence influenced the way you handle and treat learners?
13. How will you describe school disciplinary system and the prevalence of violence?
14. What are the various preventives measures and programs available to curb school violence?
15. Have you received any professional training to manage violence? If yes, state.

Appendix 2: Informed Consent



School of Applied Human Sciences,
University of KwaZulu-Natal,
Howard College Campus,
Dear Participant

INFORMED CONSENT LETTER

My name is Miss Thandanani Ngidi. I am a Masters candidate studying at the University of KwaZulu-Natal, Howard College campus, South Africa. I am currently conducting a research study titled: **“Exploring educator’s experience on school-based violence in peri-urban high schools, Umlazi Durban, South Africa.”** This study aims to explore educator’s perception and experiences of school-based violence in selected high schools at Umlazi, Durban, South Africa. The aim of the study is to interview and engage with educators on their perception of school-based violence. To gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- The interview will only be audio recorded using a tape recorder only.

I can be contacted at:

Email: 213509961@stu.ukzn.ac.za

Cell: +27609724082

My supervisor is Prof. S.B Singh who is located at the School of Applied Human Sciences, Criminology Department, Howard College campus of the University of KwaZulu-Natal.

Contact details: email: singhsb@ukzn.ac.za Phone number: 0312607895.

You may also contact the Research Office through:

P. Mohun

HSSREC Research Office,

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Appendix 3: Ethical Clearance



06 September 2017

Ms Thandanani Ngidi 213509961
School of Applied Human Sciences – Criminology and Forensic Studies
Howard College Campus

Dear Ms Ngidi

Protocol reference number: HSS/0764/017M

Project title: Exploring educators' experiences of school-based violence in peri-urban high schools, Umlazi, South Africa.

Full Approval – Full Committee Reviewed Application

With regards to your response received on 31 August 2017 to our letter of 08 August 2017, the Humanities and Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shenuka Singh (Chair)

/px

cc Supervisor: Prof SB Singh
cc Academic Leader Research: Dr Jean Steyn
cc School Administrator: Ms Ayanda Ntuli

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymnm@ukzn.ac.za / mohung@ukzn.ac.za

Website: www.ukzn.ac.za

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

Appendix 4: Gate Keepers from KZN Department of Education



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref.:2/4/8/1243

Miss T Ngidi
PO Box 1523
Amanzimtoti
4126

Dear Miss Ngidi

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EXPLORING EDUCATORS' EXPERIENCES ON SCHOOL-BASED VIOLENCE IN PERI-URBAN HIGH SCHOOLS, UMLAZI, DURBAN, SOUTH AFRICA"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 June 2017 to 07 November 2019.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Umlazi District

Dr. EV Nzama
Head of Department: Education
Date: 06 June 2017

...Championing Quality Education - Creating and Securing a Brighter Future

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201

Tel.: +27 33 392 1004/41 • Fax.: +27 033 392 1203 • Email: Kehologile.Conn@kzndoe.gov.za/Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za

Facebook: KZNDoe...Twitter: @DBE_KZN...Instagram: [kzn_education](https://www.instagram.com/kzn_education)...Youtube: [kzndoe](https://www.youtube.com/kzndoe)